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ABSTRACT

The speeches presented in this conference report cover various aspects of adult education. The main address analyzes adult education as it has progressed over recent years. Other topics are "From Rhetoric to Reality" (Betty Ward); "Some Realities of Adult Education: One Rhetorician's View" (Herman Hermanowicz); "Adult Education for the Handicapped" (Fred Krause); "Distinguishing Rhetoric from Reality at the Federal Level" (James Dorland); "Teaching Strategies and Simulation for the Corrective Reading Program" (Chris Snyder); "What A World We Live In" (Seridan Bell); and "Our Men in the Capitol" (Jack Grisham, and Eugene Madeira). Additional areas of discussion cover credit for life programs; community education; using the media in adult education; basic education needs of adults with disabilities; individualizing instruction; English as a second language; the Adult Performance Level; and special Federally funded projects. The conference program is appended. (SH)

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From Rhetoric to Reality

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Proceedings of the 11th Annual Midwinter Conference for Adult Education in Pennsylvania

11TH ANNUAL
MIDWINTER CONFERENCE
FOR ADULT EDUCATION

"FROM RHETORIC TO REALITY"

FEBRUARY 19-22, 1976

Edited by Joseph F. Blake, Erma D. Keyes

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Conference Program

INTRODUCTION

The Pennsylvania Adult Education Midwinter Conference has become one of the Commonwealth's major educational events. Co-sponsored by the Pennsylvania Association for Adult Education (PAAE), the Pennsylvania Association for Public Continuing and Adult Education (PAPCAE) and the Pennsylvania Department of Education (PDE), this conference is a model for collaborative effort focused on shared concerns.

Conferences are useful vehicles for sharing information and experiences. They provide participants with opportunities to share inquiry-based educational experiences that can be translated into improvement of their everyday workplace activities. Conferences can be learning environments for open exchange of ideas and experiences. They offer opportunities for activities that are enjoyable as well as productive.

It has been a privilege for the AdvancE staff to publish the proceedings of this important conference. We hope there are many more.

Special thanks to Ethel Matthews, Jack Sittman, and Clair Troy who've made this and so much in adult education possible. We also express our appreciation and belated sympathy to the AdvancE and VEIN staff who spent countless hours listening to tapes that were always nonlinear, sometimes blaring, fuzzy, and often barely audible, in order to type the excellent transcripts.

Thanks also to the participants who generated the thought represented on the following pages. We assume responsibility for variations in presentations that crept into what is recorded. In keeping with the conference theme, there is sometimes a lapse between the rhetoric and the printed page.

Joseph F. Blake
Erma D. Keyes
Editors

GLOSSARY

AAUW	American Association of University Women
ABE	Adult Basic Education
AdvancE	Adult Education Resource Dissemination Program
AEA	Adult Education Association/U.S.A.
APL	Adult Performance Level
AVEC	Adult Vocational Evaluation Center
BVE	Bureau of Vocational Education
BVH	Bureau of the Visually Handicapped
BVR	Bureau of Vocational Resources
CETA	Comprehensive Employment and Training Act
CEU	Continuing Education Unit
DISTAR	Early Children Reading Program
DVR	Department of Vocational Rehabilitation
EMR	Educable Mentally Retarded
ESL	English As A Second Language
ETS	Educational Testing Service (Princeton)
GED	General Educational Development
HEW	Department of Health, Education and Welfare
HOPE	ABE Program at Lancaster County Prison
ITEL	Instructional Television through Experimental Learning
ITP	Individualized Training Program
ITV	Instructional Television
JEVS	Jewish Employment and Vocational Services
KET	Kentucky Educational Television
LEA	Local Educational Agency
NAPCAE	National Association for Public Continuing and Adult Education
NIE	National Institute of Education
NUEA	National University Extension Association
OMB	Office of Management and Budget
OVH	Office of the Visually Handicapped
PAAE	The Pennsylvania Association for Adult Education
PAPCAE	Pennsylvania Association for Public Continuing and Adult Education
PCOMR	President's Committee on Mental Retardation
PDE	Pennsylvania Department of Education
SRA	Science Research Associates
UCP	United Cerebral Palsy
USOE	United States Office of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

FROM RHETORIC TO REALITY

Betty Ward
Immediate Past President, AEA

In the Office of Education, we are very, very much concerned with the public's interpretation of our rhetoric. These days, when the public sees the term "adult education," they think about "continuing education." The term "continuing" is appearing with increasing frequency and prominence. The newspapers are full of who did this and who wants to learn that, and why UNESCO and the world seem now to be quite preoccupied with adults who wish and need to learn. Why this trend? Mostly because of your efforts in the past and because of your "continuing" efforts today.

There was a time that you and I can recall when adult education meant something quite different to the man and woman in the street, if it meant anything at all. But today it is on the upswing. Today we have many people speaking out for us and with us on adult education and continuing education. There are hundreds and hundreds of conferences like this one being sponsored and staged daily, weekly, and annually in these great United States. I particularly want to bring you here in the great state of Pennsylvania the thanks of the national officers in the Adult Education Association of the USA. I'm sure as your week progresses, you will receive these thanks personally and also the solicitations of other national organizations who are pursuing some of the same goals that we have tried to pursue in the past several years.

Miss Mary Bunting once gave perhaps one of the simplest and shortest answers of all time to the question, "How widespread is this (adult education) movement?" Unlike most women, she answered with one word: "Very." That in itself says a great deal.

When asked, "Can you give us any statistics to indicate how much this movement is spreading nationally?" She responded, "Oh, yes. More than half the undergraduate population of America today is attending college part-time, not full time." That too says a lot. That in itself perhaps accounts for the new majority that we've been hearing about. Just think of it - half of all people studying at the undergraduate level and below college level are part-time, not full-time.

Miss Bunting said there were many reasons for the rise of this new majority. She gave part of the credit to the Women's Movement, and some of the credit to the movement of multi-ethnicity for which this great country has furnished the direction for many years. She said there are a lot of people who have barren, empty lives, and they welcome any opportunity to share a moment, an hour, or a year with a group or just somebody else. Miss Bunting acknowledges that there are times when both emptiness and aloneness have great purpose, but she believes education must accommodate itself both to people who need a low-key, soft-spoken life style and to the others who need a very brisk, tempestuous, and quick-paced life.

That's what my remarks are going to be about today - how to use adult educators in a setting in which most of us have learned to depend upon the three general areas of study, research, and communication for answers. There may be many other areas that you can and do use, but let's concentrate on how we, as adult educators and as continuing educators, can find our way through the morass of needs to utilize the wonderful skills which have come only through experience on our way from rhetoric to reality and toward futurism in adult education.

Indeed, looking ahead 100 years, as one of our state's associations asked me to do six or seven months ago out in Wisconsin - you know, that's one of the great states in the Union so very devoted to groundwork in unionism and to the fostering of labor education by meeting the needs of the working man and woman and their children. Wisconsinites said, why not talk about the next 100 years? Betty Ward, you've talked about a lot of other things; surely you are not going to back off from that? Well, since I like to accommodate the state groups, I said yes, I'll talk about it. I'm about as brave as the person who asked me to do it. So I'll give you some of those remarks which we prepared for the members of the Wisconsin State Association of Adult Education.

We found that looking ahead 100 years is just as touchy as looking back 100 years. It is obvious to adult educators that both these extremes are related, although some of us in this room might claim that all of one's attention could go toward looking ahead, and perhaps an equal number of us would say that looking back would be enough to light the way for us. While we're arguing about whether looking ahead or looking back is more important, there is a vast army looking at today.

If we pause to view what was going on just a few years ago in 1939 (perhaps somewhat before some of you in this room were born), there was a thinker, Walter Laudermilk, who had seen hundreds of millions of acres of once very good land in China, Korea, North Africa, the Near East, and the United States ruined by suicidal agricultural methods. Consequently, he offered to draft what he called "the eleventh commandment." Here is Laudermilk's dictum as it appears in the American issues forum literature:

> Thou shalt inherit the holy earth as a faithful steward and conserve its resources and productivity from generation to generation. Thou shalt safeguard thy fields from soil erosion and thy living waters from drying up, thy forests from desolation and protect thy hills from overgrazing by thy herds, and thy descendants may have abundance forever. If ye do this, ye shalt not fail in your stewardship. Ye shalt have fruitful fields, and ye shalt see that there is not sterile stony ground and wasting gullies. Thy descendants then will not decrease; they will not live in poverty nor perish from the face of the earth.

From this draft of the eleventh commandment, you can see that Laudermilk felt the future of mankind held very little promise without a drastic change in human nature and agricultural practices.

Now we in adult education also must revise and redirect to prepare for an orderly transition into the future. We can do this by launching a serious study of futurism in the education of adults. We're only beginning to perceive the depths of our ignorance about the future. Many educational institutions and agencies throughout the world already have begun to correct the situation of knowing too little about how to forecast and study the future.

Every person should become more literate about the future. This task is not simple. A successful human encounter for the next hundred years will probably require a great deal of forecasting - forecasting by educators, amateurs, and lay individuals as well as by the professionals and scientists. But what is forecasting? Who does it? How much does it cost?

Forecasting, according to our experts, is a systematic methodology by which you can formalize in order to predict and to try out futures. Forecasting allows society to test and experiment with possible futures before you lock yourself in on decisions as to what you actually will be doing. Such experimentation will identify what you should weave into the fabric of your future and of the future of those who training is left to you.

This all means that adult education cannot afford to continue to speculate for unlimited amounts of time. We must make certain decisions which will lock us in on a temporary basis with some avenues for backing off and starting again if necessary.

Forecasting does include the alternative for change. You may change the character or degree while you're well into a timing cycle. In this, the amateurs and the professionals will part company. Images and knowledge about possible futures must be investigated; they must be studied, they must be researched, and they must be communicated.

The giant task in forecasting is accepting the responsibility of finding out what is desirable and for whom. Today as you begin your workshops and the sessions which you will continue for the next three days here, let's see if you can transmit some of the answers that Pennsylvanians feel are essential to the national associations and to those who are planning nationally, so that these answers can be adopted and adapted where others feel a like need.

Now what form could your responsibility for forecasting take? You could develop an assessment group. You could be responsible for trend forecasting. If you're brave, you could sponsor intuitive forecasting. Or you could forecast from other models which already exist and program according to how near those foreseeable problems are to those which you already have.

We are suggesting to you that we need much more knowledge in the field of adult education in three areas. First, we need to know the direction of current movement into the future. In other words, we need to determine when we are witnessing a trend if it is just a whim or if it is really a trend. Second, we need to base a vast array of alternative opportunity, one beside the other, so we can ask that these be financed, that these be studied, and that these be communicated. Third, we need to plan and learn techniques about designing, controlling, and managing the future in adult education. Designing, controlling and managing - all of us are involved in one or more of those stages at the present time and are familiar with these techniques: you look at what you have now and you look at where you think you will be in a specific number of years or even weeks from now.

Consider, however, that we have world pluralism, and the fact that we are members in a state association and in local associations does not excuse us; we still have world pluralism. We have economic facts of life upon us creating the necessity to live with less.

We also are in an era of conformity versus creativity. For those of you who can conform, and the rule and the procedure is now on your desk in writing to conform, you may have somewhat of a different and tighter bag from which you will have to serve. Those who are left with the option of increasing creativity are slightly luckier.

And lastly, consider that we have the dawn of a universal age requiring people to know about the unknown elements of human nature, both constructive and destructive. These are our tasks which you must think about seriously.

It has been estimated that the shape of the force for predicting our future needs will require several other things: first, the further expansion of federal influence in education, for there still are very large problems which cannot be solved nor served by too small an entity; second, the highest quality of leadership at all levels; third, money; fourth, a dedication by all people who remain in continuing education; and finally, a knowledge of growth limits. How do we do this? By the formulation of technical panels or principal laboratories. How do we generate this forecast data? As I said, through study, research, and communication, with all the resources just mentioned.

We haven't talked about laboratories much in adult and continuing education, but the place for the principal laboratory or the individual laboratory is becoming quite visible today. We also need to hold technical workshops on the studies of futurism. Bring in those people from the industrial areas who know that forecasting and trendsetting is quite an old and profitable area. Invite those people from your own state to talk with you as if adult and continuing education had a problem of applying a capital base to reach a certain goal. And lastly, you must have the commitment and direction of higher management, no matter what else you think you need. Also, someone will have to orient and brief the higher management so that when you are asked to report your growth, your progress will not come as a surprise to the higher management level.

We are appreciative of the pioneering directions of those of you in the states who have found that you can work closely together. We knew you would beat the national committees to that long before the committees had the mechanics to work seriously with it. And we do want to tell you that although this is an era in which economy of money is necessary, that doesn't mean we want an economy of brainpower. Let's try to spread the interest which generated the collective thinking to your own state and your own region.

What do we recommend for circles around the country? We have recommended many things to change the image of adult and continuing education for the better. We are recommending the establishment of a national institute for the study of futurism in the education of adults. Now perhaps our associations will not do that. Perhaps this will take money from the foundations or from the interests of the foundations. It may be argued that there are already several institutes of this type operating, but these institutes are not interested in the education of adults. They are talking about futurism of education for children.

We are also recommending international adult education associate program exchanges. The coalition of adult education organizations, of which the AEA is one of 17 members, is sponsoring a system to provide some background for study of futurism in adult and continuing education. The coalition has arranged that educationists from more than 100 countries who have distinguished themselves in organizing programs and institutions for refining theory and practice in continuing education will exchange ideas on learning and teaching in this field. There will also be a cross national study of technicians who will travel to a variety of countries on an exchange basis to list and to promote what began as a modest plan to maintain a system of records. An exchange of their specialties and some background information on their work and on their lives will be recorded in a central place.

Dr. Herbert Hunsaker, whom many of you may know, has agreed to gather this data for the United States of America's education area. As a part of the international associates selection committee, the international associate who lends his efforts to this great pioneering venture probably will be among those first people who will be sponsored to travel outside the United States to tell adult educators abroad how adult and continuing education has grown in this country and whether or not we think we are in a holding pattern. He also will try to bring back to you practical functional applications wherever they appear. Some of these visits will be of very short duration, perhaps two or three weeks; others will be of longer duration, depending on the host country's ability to accommodate visiting adult educators.

Now for those of you who generally would not approve of adding another file of computer data on individuals, I hope you will view our plans in a different way. We intend to fulfill a long standing need by providing a given country with information on any specific education subject. In the United States, we have perhaps five people adequately trained and experienced to bring information to a large pool of international significance. You may rest assured that their efforts will not yield just another column of computerized data marked, "Continuing Education."

We'd like to see you do several other things. First, we'd like to see you maintain development funds within the adult education association and in those associations with which you are affiliated so that you can develop along with other major associations. This has nothing to do with the concept of an endowment, for which all of us who wish the adult and continuing education movement well are going to leave a portion of our worldly riches behind as specified in our wills. This development fund will cover very current needs. We want you to have a small nest egg within your associations or within your own group so that you can develop some small ideas which have every reason to become bigger and great ideas at some other stage.

The National Institute for Education now wants you to help systematize a way to get work experience and learning experiences assessed, recorded, and documented in writing. These documents would be acceptable everywhere as written evidence of an individual's experience and education evaluation or assessment. NIE efforts currently are going forward to make sure that the establishment of evaluation centers become a reality. At those centers, not only would an adult be able to have his experience and course work which he has completed or in which he is interested evaluated into a profile, but these confidential records would be sent wherever that adult wished for accreditation or assessment beyond that NIE center. The plan, of course, as most of you have heard, is to have several regionalized centers so that they would be accessible to adults who are operating on limited or nonexistent budgets.

We also are thinking about some of our young people who will continue to operate with the no-work-ethic code. We know that this is not true for all young people and that it is not always a matter of waiting for the "best" job, but it is sometimes a matter of waiting while being offered no job. These people still have to be reached by you, the adult and continuing educator. NIE thinks that we have the beginning of a mechanism which will bring these people to our doors. We are finding them hard to identify, hard to reach, and after we have reached them, finding it most difficult to inspire them.

My closing remarks are to relate to you how the Bank Street College of Education has taken an imaginative stride forward. According to the New York Times, Bank Street College has established workshops for parents and children. Only the unions have the great history of having planned sensibly for this natural merger of interested persons. At one time, the unions required a retiree or candidate for retirement to show up with his wife at some of the orientation sessions. They reasoned that she was probably the most important person in his life who would be changed or benefited from his new life style in retirement. Bank Street has taken their direction in the same vein. They have decided that the new perspectives program offered by Bank Street College of Education should be workshops for parents and children.

When we talked to the planners at the college recently by long distance (by a WATS line I'd like you taxpayers to know), we found that they have indicated several areas in which parents work nautrally with their own children, a borrowed child, a neighbor's child, or a child they just wish they had parented. They had classes in gymnastics, animated film making, the weather, basic darkroom techniques, and a whole series of imaginative constructive workshops called "Behind the Scenes." Some of the children and parents were operating on an equal basis.

One of the extremely imaginative "Behind the Scenes" workshops which really worked delved into the field of music, into the basic music; for instance, how does the composer or the music arranger work? A visit was scheduled to the bell tower at the Riverside Church for parents and children so they had something to talk about. They went behind the scenes at the Metropolitan Opera House and behind the scenes in a printing operation and at the Columbia University electronic music shop. (For those of you who do not know a great deal about electronic music, some of your teenage boys and girls and your students know a lot more about it than we're giving them credit for, and this doesn't just mean that they have tuned up their electric guitar four decibal levels. I mean they know the study of music created by electronic waves.)

Of course, there are some activities which are uniquely New York City, as perhaps even in Harrisburg, you have some activity which is strictly and personally just Harrisburg. If this happened to be the case, you would incorporate this idea imaginatively in a "Behind the Scenes" series.

Again let me say to you that we are absolutely certain that the Bank Street College of Education is not more imaginative than the Pennsylvania adult educators. You are from the same mold and the same clock. We in the Office of Education would like just to ask you to take stock of what you have here in Pennsylvania that perhaps could be adapted to work as successfully as those extreme ideas which have come out of another state.

We also would like you to continue to study the what and why of all kinds of mediated learning and teaching. We would like you to include the satellite and the cable so that our learning and teaching will incorporate our American institutions much more advantageously than in our past.

The bicentennial year should be just the beginning of what some of our descendants will be observing at their 300th anniversary of this great country. We want you to continue to remember that the growth of the ethnic heritage studies program has not been accidental. The great and rich multi-national composition of the population of this country is still one of the greatest assets for study and learning that we have. Many adults have taken it for granted, or unlike their children, have had no opportunity to study it inside the classroom as an important new field of knowledge. We would like to recommend the ethnic heritage studies in adult and continuing education, for it will continue to occupy a great place in the growth of our country.

Finally, I'd like to encourage you to remember that the study of adulthood has been established as a growth area. For some time, the field of psychology has been trying to get converts to the study of adulthood. We hope that those of you who deal most intimately with adult study will try to bring about a new synthesis of information. You might do this through using some of the great gathering places in this country and in your state. Among these great gathering places are museums, libraries, the fine arts theaters, the stadiums, the medical science and exhibit halls, and the art galleries. Continue to use them as widely as you have used the classroom in the past, giving us something new to see, to touch, to feel, and to care about. We'd like to see you extend the use of museums, especially as learning center sites with a very heavy potential for alternative planning and viewing in the education of adults.

I'd like to challenge you with something which hasn't happened yet, but which will. It is obvious that the pending Mars shot will cause all of us to face up to the possibility of interplanetary traffic and new learning experiences. Some of you in this room will be needed very badly to serve as the people's liaison representative between lay people and the scientific community. It will take a considerable amount of time for you and others to ready yourselves for alternative futures in space.

Pennsylvania and the nation know that advancement and tragedy often exist side by side. But let us move ahead. In stress and in plateau periods, let's be active futurists, not just spectators. In closing, let me remind you adult education is only meaningful if it communicates.

CREDIT FOR LIFE PROGRAMS

CONSUMER PROTECTION WITH REGARD TO NONTRADITIONAL ASSESSMENT AND CREDITING

Virginia Barcus
Office of Higher Education
Pennsylvania Department of Education

I'm really very glad to have a chance to talk to you about Senate Bill 926 that is pending in the General Assumbly in Pennsylvania. Many of you are familiar with a previous bill that the Department had introduced two years ago - the Open College Act. Last year, after considerable discussion and dialogue with people from institutions throughout the state, there was a modification of the plan for implementing the objectives of an Open College in Pennsylvania. This reshaping went into the present piece of legislation. The name was changed, and it is now before the legislature as the Pennsylvania Adult Education and Career Opportunity Act, Senate Bill 926. The reason I particularly want to talk to you about it now is that although the bill was introduced last fall and was passed favorably through the education committee, it is now before the appropriations committee.

Now - it is no secret to any of us that it is very difficult to get an appropriations bill passed this year. There is presently a line item in the governor's budget for a portion of the money requested in this bill, but the line item will not necessarily stay in. The bill needs to get through the legislature. It needs to be passed out of the appropriations committee, and enabling legislation has to be passed before that life item is secure. Therefore, I want to explain to you what the bill proposes to do, and I hope that there will be some support from this group and from other groups with which you are affiliated so that there is clear evidence throughout the state to the legislators that this is a bill that matters to some of us. In fact, it matters tremendously, both for ourselves and for the type of work that we are in and certainly for the various constituencies that we serve.

The Adult Education and Career Opportunity Act is a piece of enabling legislation and appropriation bill that would provide money to the Department of Education to implement a plan for instituting what we are calling an Open College System, or Open Learning, for Pennsylvania. There are three basic components within that plan. First, there is an extension of existing counseling services for adults who are interested or might be interested in re-entering or continuing their education. Second, there are incentive grants for development of programs particularly appropriate to adults, although not necessarily college degree bearing programs. The interest here is particularly on external, nontraditional modes of delivery, again not exclusively. The third component would be to establish a Pennsylvania Open College Consortium to provide some particular services that we did not believe would be fielded through the market mechanism of client demand or of benefit to the institution. Those services would include some reciprocity and agreement on the awarding of nontraditional credits - credits for life experience, or whatever you call it - through a centralized statewide record keeping system for people who are not at the moment matriculated in an institution, and which would result in a Pennsylvania Open College Degree. This degree would waive on-campus or length of residency requirements that exist to some extent in all institutions. It would be similar to the New York Regents type degree.

Let me explain a little further. There are a great number of people throughout Pennsylvania who have interest in or need for education. To a great extent, these needs can be served by current programs. There are many people who don't know the possibilities, and for them, information and counseling would be very helpful. There also needs to be a mechanism whereby institutions and new types of combinations of institutions, agencies, business, etc., learn about programs for which there would be a responsive client population.

We are proposing to supply small contracts to a number of counseling services throughout the state in order to expand the existing service so that there is a fuller spectrum of operation. Example: We have adult learning centers which concentrate at the basic educational level. A small contract could be issued to a center of that kind to add another staff person experienced in postsecondary counseling. Professional career planning could be very helpful. Another example: the employment securities office. Currently, the employment securities counselors concentrate on job placement, particularly on vocational training programs. It also might be helpful to hire someone who would be able to give postsecondary and professional type counseling as well. There are also some college-level professional counseling services in which it could be beneficial to be able to give advice for technical training and for noncredit bearing courses that would be available.

We would like to see everyone of the higher education planning regions in the state have at least one full service adult counseling center. It would be an adult career opportunity program center as well. It probably could be an expansion of an existing facility in every case, but it would be tied into this overall program which we are referring as the Open Learning System for Pennsylvania. Not only would it extend counseling service, but it could be very, very helpful in data collection and information dissemination. There would be a coordinated linkage there among the institutions, the client population, the Department of Education, business, the labor and industry training programs - the full spectrum.

The second component of this legislation would be program and degree development for the new types of programs such as external degree programs. That is, "time free" or "space free" programs that could be taken at home, or programs that could build upon various types of training already in operation by adding new components to them, thus making them degree bearing or certifiable. Again, we are not asking for an enormous amount of money, so this would be limited. There would be incentive grants to institutions or combinations of institutions and agencies that want to work in collaboration to develop new types of programs, particularly geared for the life styles of adults. We wouldn't presume to identify now the limits of the types of programs that might meet the qualifications for one of those contracts. It really would depend upon the imagination, capability, interest, and creativity of the institution.

It should be pointed out, however, that for degree bearing programs under this incentive grant program, there would need to be an existing degree granting institution collaborating - at least with the delivery and development of such a program. That's a point that needs to be made clear. It's been a frequent misunderstanding that the department is proposing degrees be granted by types of businesses or industries or agencies that are not presently providing degrees, and that's not true.

The third component - the Pennsylvania Open College Consortium - would be developed with the Commissioner requesting cooperation of some of the public supported institutions in providing particular client services that probably would not arise out of the regular market function. The services that we are talking about here would provide the bottom line assurance for a Pennsylvania Open College operation. We would like to see this particular consortium decide on bottom line agreements for the honoring of each other's assessment and for the accreditation of nontraditional learning - learning that takes place outside of regular academic procedures.

Much of this accrediting already is being done. The problem exists when an individual who has been awarded credit at one institution moves to another institution. Generally, the nontraditional credit stays at the institution that awarded it and is not transferable. It has virtually no market value. We believe it is a very necessary client protection to clarify where credits would be honored from one institution to another. We believe that if this consortium established such formal agreements, other institutions also would join. There could be some assured market value of those nontraditional credits.

Let me give you an example of some of the problems that occur. I was told recently, at Educational Testing Service in Princeton of an individual desiring to continue his college education after a military enlistment. He presented his military records to two institutions. There was quite a discrepancy in what the two institutions proposed to award. Because this person happened to be affiliated with ETS and was interested in the situation, he decided to make a study of it. He went to a number of institutions.

The result was that this same military record presented to various institutions drew between eight and eighty-seven credits. It's very difficult to say that is just a difference in the philosophy and standards of the institutions. In spite of the course guide, which tends to rest on the shelves in the admissions office, too often those decisions are subjective judgments. Considering the subjective element, you could understand the receiving institution might not want to award 87 credits on an incoming transfer. Common agreement is needed between institutions so that there will be general reliability on the amount of credit awarded for particular types of nontraditional experience, and so that once credit is awarded, another institution will honor it.

For the second phase in this Open College Consortium, we propose a Pennsylvania Educational Credit Bank. This is a service that a single institution wouldn't provide since it only has real value for a person not actually affiliated with an institution. A person may have collected some credits from here and some credits from there and even may not have any intention of going back to complete a degree. A single computerized record of all his education and training methods still could be very helpful.

I would imagine that the greatest utility for this record would be in job placement. It would have utility initially for someone going on to college or in education, but it could be of tremendous value for job placement to carry along this kind of a record or to get it very quickly. For example, an adult may have gone to six or eight or more different kinds of training programs. Someone could look at this one record for a good determination of all the kinds of education and training he has experienced.

The third phase in the service for the Open College Consortium would be for the cooperating institutions to develop procedures and methods for the delivery of the Pennsylvania Open College degree. The way this would actually be worked out would depend upon the institutions themselves; their faculties would decide on this. I will say parenthetically that I hope the degree awarded would be through an existing institution, not a Pennsylvania Open College Consortium degree. I would want it to appear as valid and legitimate as possible. But again, it would be a degree resulting from an agreement among those institutions that if an individual had met the criteria for the awarding of a degree, the individual would receive that degree.

You may say that this already happens, but what we are talking about is different. It would mean that if a person's education had extended over a number of years or through a number of institutions without establishing that last year of residency which is the against-the-wall position of most universities, he could still receive the degree. It could also mean that he could take an entire program and work it out independently, knowing the criteria for this Open College degree. He could work for it on his own through various institutions and know that when it was completed, it would be evaluated and he would be eligible to receive this optional type of degree, possibly a liberal studies or general studies degree, but not a liberal arts degree.

The bill also provides, naturally, some administrative money to the Department, but it is modest. For some years, the Department has had an interest in adult education, open education, and open college at the higher education level. At present, there is a growing concern for the entire concept of lifelong learning. I think most of you know the Department is giving very serious consideration as to how it will organize in order to facilitate the development of the concept of lifelong learning in Pennsylvania. These responsibilities also would fall under the Adult Education Career Opportunity Program for Pennsylvania.

I have told you where the bill now stands. The line item in the governor's budget is slightly less than half of the appropriation requested in the bill. $1.35 million was requested in the bill. $650,000 is the present line item in the budget. This is a very small amount of money, but it would be the start of a program at a level of interest for adult education, at both the basic and postsecondary levels - of utmost urgency in Pennsylvania. If the bill is going to be passed, it is going to take clear evidence of interest throughout the state, and this evidence must get to people on the General Assembly appropriations committee within the next 30 or 40 days. That could mean the passage of the bill, and the budget item would be a little more secure than it is now.

Even though the amount of money is modest, the clear thing that could come out of the first year, aside from the initiation of a much needed program and of a program that would be exemplary nationally, is that we would be able to point to the areas of need in the state. We would be able to say what else is needed. We would have direct linkage and direct communication with both the counseling centers and the institutions for a mutually beneficial exchange of information.

I hope that you will do whatever you can to see that the bill is supported. I will answer questions you have about the bill.

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THE CONTINUING EDUCATION UNIT (CEU)

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The Continuing Education Unit, or CEU, is a fairly new measurement for noncredit continuing education. It was developed by a task force appointed by the NUEA (National University Extension Association) in 1968. The task force developed the concept of the CEU, and then sponsored one-year pilot projects at 14 different universities to test the CEU concept. After testing and some additional study, the NUEA was able to recommend the continuing education unit as the uniform national standard of measurement for noncredit continuing education.

Now, what need is there for this CEU? In 1957, one out of 13 adults in the United States was involved in some kind of adult education. By 1975, one out of every eight adults was continuing in education. As you can see, these enrollments have been growing and are still growing.

These adults have been getting very little for their participation in continuing education. They have been getting a certificate. They have been getting momentos of completion and various instruments. Most of them have received nothing. Rarely has there been a permanent record or any record for their noncredit work. That is why the CEU establishes a permanent record for noncredit continuing education.

The CEU system established a cumulative record. It provides a uniform system for accumulating data that can be used by the university or college for administrative and fiscal purposes, transferred to other institutions, or that can be meaningful to an employer. This is one of the primary objectives of the CEU - permanent transferable records.

What is the equivalency value of the CEU? One CEU is ten contact hours or ten hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The guidelines point out that less than one CEU can be given for ten hours or that a ten-hour program need not carry CEU's at all. But generally speaking, there are ten hours in one CEU.

The next criterion is concerned with organized experience. The program must be an organized continuing education experience. There has to be planning to meet a specific need. Consideration must be given to the educational objectives in relationship to the clientele and new skills or understanding to be realized, and that the instructional methods to be used involve an administrator and an educator. It involves both the teacher and the person being taught, since representatives of the clientele group are involved in planning this organized experience. The program must be ten contact hours, and the program must be an organized continuing education experience.

Next, the program must be offered under responsible sponsorship. Sponsorship may be a college or university, it may be a business or professional association; however, the sponsor must assume the administrative responsibility and there must be professionally capable program direction. The sponsoring organization must maintain permanent records. This is the catch - the permanent records. You people know the problems and the difficulty experienced by registrars. Permanent recordkeeping for noncredit adult students isn't easy. It's a major task.

The next criterion is concerned with capable direction. When defining the CEU, the NUEA task force said the program must be offered under capable direction, meaning that there must be professional education leadership. There must be professionals capable of designing programs that will meet the required objectives, and there must be evaluation techniques which assess both students and programs.

The final criterion is for qualified instruction. The task force defined qualified instruction, or at least it developed guidelines on instruction, but all of us know that a noncredit course or activity can't continue long without a good instructor who can relate to adults.

So there it is - the CEU - ten contact hours of participation in an organized continued education experience under responsible sponsorship, with capable direction and qualified instruction.

There are programs that do not qualify for CEU's. Credit programs, whether high school, college, or university, do not qualify for CEU's. CEU's should not be awarded for high school equivalency programs. CEU's should not be awarded for orientation programs, committee meetings nor conventions unless the educational activity is held independent of the meeting. Mass media programs - such as programs by radio, television, or newspaper - should not carry CEU's unless they are part of a larger program that would qualify for CEU's. CEU's shouldn't be given for work experience; on-the-job training; apprenticeship programs; individual scholarships, such as writing, research, self-directed studies, or other forms of independent learning; unless these are subject to verification by testing.

The question arises, why should a college or university award CEU's for noncredit experiences? The student record is one reason - to give the students some recognition for participation in an educational activity. Institutional planning is another reason. And yet another reason, and this can affect some of you college and university people, is that some of you may be required to adopt the CEU.

In 1972, the Southern Association of Schools and Colleges, counterpart of the Middle State Association, made the CEU a standard requirement for institutions involved with continuing education. There is no indication that Middle States may do the same, but in my opinion, it can happen. Right now, 90 per cent of the universities and 67 per cent of the colleges within the Southern Association have adopted the CEU. In other parts of the country, 45 per cent of the universities and nine per cent of the colleges have adopted the CEU. Furthermore, a study made last year by NUEA indicates that within five years, most of the major universities and colleges will be using the CEU. Even if an accrediting group does not impose the CEU, other colleges and universities may force its use through competition, precedence and the need for exchange of records.

Other pressures will come from students and clientele groups, because the CEU is being talked about and being used by professional associations now. The unit is required for membership in some associations. It is being required in some states for licensing of one type or another and for various forms of certification.

We are just now getting into using the CEU at Penn State. We have very little experience with it. We were asked by the national task force in 1968 to adopt the CEU on a pilot basis, but we felt our enrollment at that time was too large for a pilot study. Now we are running more than 75,000 noncredit registrations a year and just starting the CEU system.

As you can imagine, the recordkeeping alone is going to be a tremendous problem. It has always been the policy at Penn State that every educational activity - including workshops, conferences, or short courses must be approved by the college concerned. The college will now approve not only the activity and its contents but also the number of CEU's awarded for the activity. The registration forms will carry the number of CEU's just as the registration forms carry the number of credits. This gives the registrar essential course information for each student. When a program ends, a grade or evidence of satisfactory completion for each student is sent to the registrar. With registration forms and completion information, the registrar has the ingredients for a permanent record.

The student does not receive a permanent record unless he requests it. He may receive a certificate or an unofficial record, but to obtain a transcript or a cumulative record, he must request this from the records office. At the present time, there is a one dollar fee for the noncredit record.

I skipped over that quickly; there is a lot more to recordkeeping. But I'll try to answer questions and fill in any details when we get into a discussion period.

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IN-SERVICE CREDIT

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I'm really happy to be here this afternoon. I've never attended a conference of this type, although I see three or four faces that are familiar to me.

I think the conference theme, "Rhetoric to Reality," is appropriate not only for your activities but also for mine in in-service education. This afternoon, I'd like to confine my remarks to in-service education and in-service credit within the state of Pennsylvania. Remember that I am a regional coordinator for three counties in the northwestern part of the state, and so my comments may or may not reflect the state's position on the matter.

I am sure everyone in this room has several different connotations of what in-service education means, for

I'm sure you have been through numerous programs, as I have. We verbally support this broad concept, and yet when it gets right down to it, that is as far as we can go in many cases. That's my point about rhetoric. A friend once told me that working in the area of in-service education was like rearranging the deck chairs on the Titanic. I think that some days he was correct.

I define in-service education as all activities, engaged in by professional personnel during their terms of service, which are designed specifically to contribute to improvement on the job. I think "improvement on the job" is the key phrase. I'm afraid that many of us have felt that once we've completed the BS or the BA program, that our education as practicing teachers also was completed. That was it, unless we wanted an advanced degree or had some type of a desire for additional credits for permanent certification or whatever. Unfortunately, I feel the school districts, the boards, the administration, and in general everyone in education also were of this opinion. It's no wonder that we have a negative attitude toward any type of continuing education, and I'm using that term in the broadest sense to include in-service education.

There are many excellent in-service programs in local school districts throughout this state. I am also aware of the fact that there are some that aren't quite so good. The programs that fall in the latter category run something like this: a designated in-service day is looked upon as a free day. We don't have any kids in school; therefore, the pressure is off. And something may happen that will count toward our salaries.

Now that's not a free day; that is a wasted day. But it's not the only one of its kind. Let me describe several other unfortunate formats with which I am most familiar.

One I call a "one-shot consultancy in-service day." Somebody got on a phone two or three weeks prior to a designated day and asked Mr. X if he would come down and do something for 155 staff members. Usually school starts a little later that day. You have coffee and doughnuts in the new building, and the consultant speaks for 45 minutes to an hour on something that may or may not interest you. Then you have a little more coffee, you take a long lunch break (usually down the street - nice to get out of the cafeteria that day), and you come back to a small group session or brief departmental meeting. You go home early.

I think I enjoyed those days. It was nice to see people in the district that I hadn't seen for a while. But I'm not sure how relevant it was all toward my specific position as a teacher.

The other types of format all fall in the same category. We would use the day for departmental meetings. We would use it to prepare for a Middle States evaluation. We would use the day to determine mid-semester grades or to order supplies for the following year (if the day happened to fall in January, February, or March). I'm not saying these things are not necessary, but the point is, I don't think they're in-service education as I have defined it. And my definition is so general I don't know what wouldn't fit into it. I think we should call days used for the above mentioned purposes "work days" and let it go at that. Let's not confuse them with in-service education.

Keeping those hurried remarks in mind, let me speak about in-service credit as we now have it in Pennsylvania. Several of you I know are In-service Coordinators, and I'm sure you have heard this subject covered many times before. Many of you are quite aware of the current situation within the state regarding in-service credit in in-service education. However, I think there is still some confusion among the higher education and basic education groups, outside agencies, community groups, or whatever. Therefore let me try to explain the purpose, the value, and the operational procedures regarding in-service credit as it now exists.

The purpose of in-service credit as defined in the set of guidelines available through the Department of

Education is to provide planned experiences, activities, or studies to increase the professional educators' knowledge and to improve their skills. The authority for in-service credit within the state dates back to 1972 when the State Board of Education passed a regulation stating that an educator can receive any or all of the 24 hours needed for permanent certification via approved in-service education courses.

As to its value, in-service credit as it now exists is only good for three things other than professional growth. First, it is good for a renewal of level one certificate which requires 12 hours of credit. Second, it is good for the issuance of the permanent or level two certificate which requires 24 hours of credit. And third, as of July, 1974, 18 or half of the credits necessary to achieve a Masters degree equivalency can be secured via approved in-service credit.

Finally, let me discuss the operational procedures involved in granting in-service credit. The approval process for in-service credit is through an in-service council established by any local school district or intermediate unit. At the present time, there are probably 70 or 80 such councils in the state. I think almost all of the intermediate units, and usually the districts, have them.

Membership on the council must be representative of the administration, teachers, students, higher education, community, and school board. The exact constitution of membership can be determined locally. You should establish some bylaws to cover this, but in the absence of bylaws or at the outset of the council, it is at the discretion of the district or the intermediate unit to establish some provisional factors that would just get the thing under way. A key point on membership to remember is that no group on the council should outnumber the teachers. I think this is very important, because the programs are designed for teachers.

The duties of the council are to conduct on-going business and to assess needs through both formal and informal measures. The council must design, solicit, or approve courses to meet any identified need. The council must also be prepared to evaluate the courses or activities. And of course, it is the council's duty to maintain appropriate records.

It has been mentioned that recordkeeping is important as relating to the CEU, and it is extremely important as relating to in-service credit. A record is kept at the local council and also within each department, for which the procedure is carefully outlined.

An in-service credit is submitted to the in-service council for review by each member. Once it has been approved, it goes in the Bureau of Curriculum Services to the In-Service Division which is composed of six or eight regional in-service coordinators. In turn, they request 30 days for review from the date of submission. Each course is reviewed there by a program specialist within the appropriate discipline or area, and reviewed pretty stringently. Any questions are usually settled by telephone calls back and forth or by comments through the regional in-service coordinator.

Most courses fall within 15 to 45 clock hours. I noticed that the CEU has been equated to ten clock hours. I would guess that this decision goes back to the colleges' rationale of 15 clock hours equaling one in-service credit.

In addition to running the courses, some councils are working on a project called a "module." The project is to be an awareness-type workshop of less than 15 hours. We think the workshop, or module, is quite beneficial in that it creates an awareness which hopefully will lead to a full-blown activity or course of some type. Then once a teacher has completed five of these workshops, if they so desire, we will forward the "transcript" to Harrisburg for issuance of credit.

Remember that the in-service credit is really issued by the Department of Education. They mail the participant a form letter stating the number of credits granted for the particular activity or course at the given number of hours. We keep a copy, the teacher keeps a copy. The Department then has all the copies filed by course, so that if you are looking for renewal of level one, issuance of level two or the Masters degree equivalency, the record is readily accessible. This has proven to be a good idea, for we usually get calls every day that somebody has lost letters. Of course, our system is only three or four years old. We are attempting now to computerize, at least locally, and to tie into a state system somehow so we can crank out the number of calls we get without delay and relate the specific credit to the individual.

The in-service courses usually emanate from the in-service council through some type of an assessment. A more popular trend lately has been that a local group of teachers or a local district will desire credit for a specific activity already going on. Some specific examples of a course are developing instructional games at the elementary level, micro-teaching K-12, constructing learning packets, various activities regarding metric education, initiating district career education programs, still photograph for classroom teachers, and affective approaches to drug and alcohol prevention. In other words, there is a wide variety of in-service offerings.

Finally, I have just a few thoughts on the future of in-service programs. I feel that in-service education and in-service credits should and will continue to play an expanded role in enhancing teacher skills and knowledge. With the supply and demand market as it now exists, fewer teachers are leaving their positions voluntarily. Also, districts are facing declining enrollments, which in turn might even mean staff reductions of some type or another. Therefore, fewer new teachers are being added to staffs, simply because there just aren't any positions. Therefore, existing staffs are going to become less mobile, and yet I hope they are going to continue to desire upgrading of skills or competencies. One route for that can be by in-service education. The semi-permanency factor of the staff also will enable districts to provide continuous in-service programs relating to district concerns.

We already have districts that adopt a new reading series, or new math series, whatever, and desire a designated number of hours or days of in-service activities to help them implement the series. This would be a district's concern. Most in-service courses, I believe, will be hands-on type activities which can be immediately transferable to the classroom. This seems to be what teachers desire.

I also think there will be much more cooperation among basic education (that's in the local districts) higher education, and outside agencies. This is not to say there isn't cooperation now. But we can be even more effective, I think, if we can just communicate. If the higher education institutions or outside agencies will just let us know when they are offering something, we will try not to duplicate it, and we will keep them advised of our curriculum in return.

Further, if we are to continue with designated in-service days, as I think districts will, then we should provide teachers with as many options as possible. And we should provide not only program options, but credit options as well. We could offer them college credit, graduate credit, no credit, in-service credit, or whatever. This could be done quite easily by corroborating on a designated day with two or three districts. We have one planned for March 19 with nine districts and 45 offerings. We'll see how it goes. But I think this has to come one way or another. I don't think we should try to attach in-service credit to everything we do in-service education. There are some things that just aren't appropriate, and yet we keep trying to fit the square peg into the round hole. So let us look at the activity before we do anything.

I think there should be active involvement on the part of teachers and administrators within a district in planning the programs. And I see this happening more and more. To me, that's only good common sense.

Finally, we must consider the financial aspect. Some in-service activities are self-supporting; others are supported by an intermediate unit budget or by a local school district budget. But I think there has to be some very serious consideration toward giving reimbursement for an in-service course, possibly on a salary schedule or whatever. This is and perhaps always will be a local decision, but the question is of widespread concern and needs our best attention.

In conclusion, I don't think that in-service education is a cure-all for all educational ills. But I think it should be utilized more fully in all phases of education and in cooperation with many other agencies inside and outside the educational community. A program that is good for me isn't necessarily of any value to you; therefore, the transferability may not be appropriate. But I think that we can learn from each other in adult education, continuing education, and in-service education. Maybe by working it out together, we can come up with some meaningful programs.

SOME REALITIES OF ADULT EDUCATION: ONE RHETORICIAN'S VIEW

Dr. Henry Hermanowicz, Dean
College of Education
Penn State University

Those are two extremely difficult acts to follow, I must say. I really hope you don't mind the playfulness in the title of my speech with respect to the theme of this conference.

I have been a college dean for ten years. Actually, I was a dean for close to nine years in Illinois before I got seduced by Penn State University. Whereas I know that most deans are in touch with reality, I also know that many of them are full of rhetoric.

The conventional definition of rhetoric is "the art of using words." Another meaning of the term is "artificial eloquence." In other words, the term "rhetoric" is popularly perceived as a form of artful verbosity often deliberately designed to avoid action. To be sure, I am engaged this morning in speechmaking, and I hope my verbosity is somewhat on the artful side. But I would like to assure you that I don't intend to avoid action or reality in the field of adult education.

I'd like to give you a general idea of what I'm going to try to cover this morning, and Gordon Godbey gave me some advice on this. He said, "Don't talk to the group and play down your nonexpertise in adult education." Look them squarely in the eye and give them the message, and don't apologize for anything." The truth of the matter is that I am neither well read nor well versed nor possessive of expertise in adult education. But, nevertheless, I'm plunging into the area as if I really were.

I'm going to talk first about some general developments that I see in the field of adult education, and then I'm going to zero in on four areas of concern, or four realities, that I perceive in adult education. The four areas that I want to talk about are: equity of access to adult education; the necessity for consolidation of organizational efforts; the development of leadership personnel; and the necessity for a conceptualization of the field. Now these are hooks that you ought to hang your cognitive hats on, as they represent the basic format of my address.

First, let me go into some general developments in adult education. As all of you know, adult education is fantastically diverse. It's a complex, dynamic, and evolving enterprise. The clientele group served in the enterprise is as pluralistic as adult society itself. Furthermore, the services of adult education are provided by a variety of institutions, agencies, and organizations. This diversity of clientele and of delivery systems is reflected in the literature, as well as in the difficulty of pinning down a precise, universally acceptable definition of the term "adult education."

There also appears to be the constant interplay of conventional higher education and its structured programs versus the more flexible, nontraditional offerings which include technical training and leisure activities as well as largely affective or experiential activities. I get amused and even occasionally irritated when I encounter the form of intellectual provincialism within universities which cannot recognize the need for educational services beyond those of standard degree programs for conventional youth clientele in purely academic settings. If you will forgive a personal note, it bothers me particularly when I think back as to how my father, a bright, hardworking Polish immigrant, earned an elementary school diploma in this country at the age of 61 by attending night classes as a part-time student. The need was there, the learning activities for him were extremely significiant, and the results were socially and personally quite gratifying. There was absolutely nothing wrong with it. I remember we even celebrated the occasion. I was in college at the time, and we were very pleased and proud of his accomplishment.

In general, I am convinced that we have advanced far beyond the notion that adult education can be respectable only if it fits conventional academic molds, or if it is designed exclusively to accommodate a select, younger, full-time student clientele. Indeed, now for the first time in the history of American education, part-time students comprise the majority of students, both in postsecondary institutions and in institutions of higher education. Although there are no completely reliable estimates of total enrollments in adult education, surveys conducted by the Bureau of Census for the Office of Education in 1972 indicated that about 20 per cent of the entire adult population 17 or over were enrolled in some form of adult education. Furthermore, while the adult population is increasing about two per cent each year, the increase in adult continuing education is as high as seven per cent each year.

In addition, there is a substantial, unmet, pent-up demand for some type of adult education throughout the nation. It has been estimated, and I suspect quite conservatively, that if all those who wanted adult education would take advantage of the opportunities, the numbers enrolled in adult education would increase by 50 per cent.

Summarizing in a 1975 publication a number of separate studies and surveys, the National Advisory Council on Extension and Continuing Education offered the following generalizations regarding participants and nonparticipants in adult education: participants are younger than nonparticipants; a greater proportion of participants are employed than nonparticipants; and participants are better educated than nonparticipants.

There is a disproportionately high participation in continued learning among whites and a disproportionately low participation by blacks. Interest in further learning among adults appears equally balanced between men and women, with men showing a higher interest in programs related to their career advancement, and with women, like blacks, showing a higher interest in programs leading to new jobs.

Participants in adult education are more likely to participate at the next highest level of their educational attainment, thus making postsecondary institutions the likeliest focus of learning opportunities. Nonparticipants tend to shy away from postsecondary institutions and look more to the public schools and other community organizations for their educational advancement. In both cases, however, community-located learning resources are of paramount importance.

Although work-related educational programs are singled out by both participants and nonparticipants as first importance, a higher number of participants express interest in recreational programs as well. In contrast, nonparticipants in adult education are interested more specifically in learning vocational skills.

Without question, cost and time have proven to be the greatest barriers to further education for both participants and nonparticipants. Among nonparticipants, women are more likely to single out the cost factor as a barrier, whereas men more frequently cite time as the barrier.

The interest of nonparticipants in further education increases significantly as levels of income and education increase. General interest by both groups declines, however, as adults pass through their thirties.

Interests among participants and nonparticipants in the methods of learning run parallel in many areas. Exceptions appear to be the inclination among the participants to gravitate toward postsecondary institutions and among the nonparticipants to public high schools and other community organizations.

Also, nonparticipants show a greater interest in receiving credit or some other form of recognition for their potential involvement in educational programs. This contrasts with participants who, in fact, receive less recognition through credit certificates, degrees, and diplomas.

Nonparticipants show greater interest in on-the-job training opportunities, although among both groups there is almost a universal preference for the more traditional classroom lecture and workshop approaches to education. There is little evidence of interest in the more nontraditional learning modes, such as correspondence courses, media presentations, movies, TV, computer-assisted instruction, cassettes, and the like.

Both groups indicate strongest preference for courses that meet once a week for up to four hours per week, although a significant minority says it would consider participating in programs in excess of four hours per week. Again, first preference is for a course that runs from one to six months, with second preference for courses or programs that run to 12 months a year.

Of significant importance to nonparticipants, and on a lesser scale to participants, is the availability of such institutional services as personal and career counseling, testing and evaluation of competencies. Of even more importance to nonparticipants may well be the need for a concerted effort to publicize the availability of learning opportunities and more actively to recruit potential learners into programs.

So much for general overview. Now let me move into the area of equity of access to adult education. Some of the foregoing generalizations that I summarized obviously must seem self-evident to you. They point to some critical realities and needs in adult education. One of these needs certainly is that of assuring greater equity of access to adult education. Current use of adult education services is greatest among those who are already of relatively higher educational attainment and income. Despite the critical need for creating greater equity of access to adult education, we have not resolved the problems of cost to the clients, recruitment of lower income and minority clientele, and of financing the need for recurrent education.

Carnegie Commission report, "Toward a Learning Society," offers the conclusion that adults (and I would add, particularly minority adults) are unlikely to be served well by simply adding on to the present arrangements for financing postsecondary education. Rather, the report continues, it seems evident that a bold new program of universal lifetime financing will be required.

Some of the suggestions offered include establishing a personal social insurance account for each adult with cumulative employee/employer contributions somewhat analogous to social security. This account could be drawn upon by the individual for subsistence allowances in attending approved educational or training programs at any time in the person's life and allowing for the cumulative equivalent of two years of such developmental education. I really don't know what the best answer is to the overall problems of equity of access and financing such equity of access. But, I think such a proposal for two years of adult education placed, so to speak, in the bank for individuals to be withdrawn at anytime of their lives when and where it best suits them warrants serious consideration. I suppose, however, it would take a major legislative revolution to get such an action through the Congress.

Let me spill over to the second area of concern or reality that I mentioned in my introduction. That is the consolidation of organizational efforts. Another critical need that I see in adult education is one involving efforts to coordinate as well as to consolidate the activities and influence of adult educators so that there can be a more effective and powerful influence on the shaping of policies and upon the efficient delivery of valid educational services. This midwinter conference, I trust, is an attempt to stimulate such efforts.

Please don't misunderstand me. I really don't expect adult education ever to become an organizational monolith in the United States. I also realize that adult education services will be delivered by a variety of institutions and agencies ranging from private trade and technical schools to civic organizations, churches, and the military. My plea, really, is for the educational leadership personnel of adult education to form organizational linkages and to work cooperatively on major state and national needs.

I know there are efforts along the lines of creating a coalition of adult educational organizations. It seems that such efforts should be pursued despite the possibility that some sparks may fly. The possible targets of consolidated work appear to be extremely signficant. For example: (1) influencing the formation of public policy and adult educational legislation; (2) clarifying desirable directions and goals for the adult educational movement; (3) identifying critical needs including financial support for students and programs; (4) proposing, evaluating and improving accreditation policies; (5) suggesting possiblities for significant research and development activities; (6) serving as a general mechanism for cooperative activities among different organizations; and (7) proposing guidelines and standards for the preparation of leadership personnel in adult education.

This last point brings me to my next major area of concern - the preparation of leadership personnel in adult education. Developing administrative, supervisory, and instructional personnel for diverse needs in adult education is a critical need and a tough task. The need for preparing individuals who will become scholars in the field is also extremely important. However, I don't believe the fundamental nature of preparing program personnel in adult education should be substantively different from that of preparing scholars in the field of adult education. The principal difference should be in the emphasis and the research requirements that are tailored to the particular individuals who enter preparation programs. But let's turn to the programs themselves and what they might look like.

A team of five professors at Penn State tried to investigate the matter of program format and program need a couple of years ago. They utilized the directory of institutions involved in adult education compiled by the University of Chicago and identified some 16 representative institutions with programs designed to prepare professional adult educators. Using interview techniques, team members collected information that revealed some general trends and general information.

For example, they found out what must seem quite obvious to many of you as well as to me. Most such programs, graduate programs in adult education, are based in schools' departments or colleges of education. They found out the output of graduates at both masters and doctoral levels is expected to increase over the next five years. They indicated or found out that most students have job experience in adult continuing education when they enter the program. Indeed, most of the universities require some prior experience in adult continuing education before admittance to the program. They discovered that graduates of such programs had experienced virtually no difficulty whatsoever in getting jobs.

They found that only one program out of the 16 institutions was organized on the undergraduate level, and that was at the University of Wisconsin. All of the others were assigned to the graduate level. They found out the yearly output of graduates, particularly at the doctoral level was extremely small, and they also discovered that the promotion of such programs was quite low-key and largely publicized by word of mouth.

Most doctoral programs in adult education as analyzed by this team were organized around very limited core requirements, along with the opportunity for considerable specialization. The core aspect of this curricular model, generally, was designed to provide all of the students in a graduate program in adult education with three components of requirements. First, they all took foundation knowledge such as in the history of philosophy and psychology of adult continuing education; second, they were required to have general knowledge from the range of specializations within adult continuing education such as administration or program development, instructional technology and the like; and third, they were required to obtain specific knowledge of recent developments in the field of adult education through the use of seminars focusing on particular problems and emerging trends in the field. The specialization aspect of the program, in contrast to the core, allowed students to pursue studies under advisement in a specialty within adult continuing education. such as in administration or in related fields of gerontology, agricultural education, physical education, and recreation.

By definition, such programs were multidisciplinary, utilizing resources from several departments and even a number of colleges within the given university. A significant part of such programs generally involved planned field or internship experiences with appropriate organizations and agencies outside of the university. Such planned field experiences also seemed to be a mechanism whereby the institution would acquire feedback from external agencies and organizations regarding the continuous improvement of the overall graduate program itself that was university based. This general format that I have described has core requirements in terms of three areas and opportunity for specialization and intensive practicum or field experiences. This appears to be the programmatic direction in which we are moving at Penn State.

The core aspect of such programs, however, lead to my fourth area of concern. That is the knowledge base in adult education. This fourth aspect that I mentioned previously was looking at conceptualizing the field of adult education. Some time ago, I read Cyril Houle's article on adult education in the fourth version, 1969, edition, of the Encyclopedia of Educational Research. Before I prepared this presentation this morning, I reread the article just to refresh my memory. Dr. Houle unquestionably is an extremely bright and insightful scholar who obviously was selected to write the article because of his comprehensive understanding of the field. I assume most of you have read the article or have heard about it and may have discussed it.

You may remember that in this article he characterized adult education as a lively area full of different theoretical and methodological approaches with a bewildering magnitude and variety of literature. He further suggested that the field was developing a body of central concepts which give structure to thought and practice in adult education. He concluded his article by categorizing six different approaches to adult education as his perception of what the literature in the field was actually saying.

First, he talked about the institutional approach; that is, he talked about different kinds of organizations and institutions and the different functions of these institutions in delivering adult education services. There is a whole body of literature largely emphasizing that approach. Second, he talked about what he called the social approach, and by that, he really was referring to the socialization of man within a cultural context. Third, he talked about the individual approach and largely focused upon the psychology of individual learning and adult learning. Incidentally, most of the research that I have encountered clearly indicates that there are no distinctive differences in essence between the learning of younger clientele subjects and older persons. There are some variations in the learning process, but the fundamental process seems to be the same.

Fourth, Dr. Houle identified what he called "the contemplative approach." By this, he was referring to writings and investigations dealing with historical or philosophical speculation on adult education as a significant activity. Fifth, Dr. Houle went into what he called "the methodological approach." In this respect he was talking about methods or principals of teaching and program design; that is, curricular development in the field of adult education. And for good measure, his sixth approach was what he called "the eclectric approach." All that is, is a combination of two or more of the five previous approaches that he had described.

Professor Houle's article was itself an attempt to conceptualize the field of adult education via an analysis of the literature. His categories or concepts of approaches - he actually conceptualized approaches - represented a way of ordering and, indeed, of thinking about adult education. His article was interesting and useful even though his categories were ill defined and really did not seem to suggest significant relationships or finds.

To put this matter in another way, I suspect there is a great need to reexamine and reconceptualize the present state of the field we call adult education. The field, of course, is fluid and dynamic, but it deserves the regular systematic attention of dozens of scholars who can analyze it, define its qualities and characteristics, describe any forms of indigenous knowledge within it, identify its major substantive puzzles, describe its areas of pure speculation, and even give us some insights about the most fruitful possibilities for inquiry to advance the state of knowledge and to improve practice in adult education. Dr. Houle's article did not answer some of these very fundamental questions.

Some people in the field of adult education assume the field itself is developing the characteristics of an academic discipline in its own right. I really don't think this is the case, nor do I regard it as a desirable goal. To be sure, inquiry in adult education may subsequently develop a corpus of knowledge unique to its own problems and practices. This will involve decades of cumulative scholarly effort, but it still will not result in a discipline of adult education.

Adult education may acquire the characteristics of what Columbia University sociologist Robert Merton calls an interdiscipline: that is, an inter-or multidisciplinary field addressing itself to problems or practices that by their very nature cannot reside in a single area of knowledge. Even knowledge developed within the field of adult education must spill over into fields such as sociology, cultural anthropology, learning theory, instructional theory, gerontology, and the like. This really isn't a deplorable circumstance - it is the positive reality of what a complex applied field such as adult education must be.

The field of adult education always will be diverse and multi-disciplinary, but I suspect that it has been developing its own scholarly subculture of knowledge, values, and skills as well as its own abundant mythology. We will continue to need bright individuals interested in conceptualizing this subculture, subjecting it to critical examination, and in invalidating the knowledge claims that cannot withstand such scrutiny. This effort will advance not only our knowledge about the education of adults, but it will enable us to plan and to perform educational services for adults in a more effective fashion.

As we move through the last quarter of this century, we have reached the dramatic watershed in terms of lifelong developmental education. Today, more than half of all the people taking advantage of post-secondary education are part-time students, and they are pursuing diversified needs in a variety of settings. Colleges and universities, of course, are part of this overall pattern. But I suspect that the growth and needs will be much more substantial in alternative channels of adult education rather than in traditional degree programs of academics. We indeed appear to be moving toward the emergence of a lifelong learning society.

My basic message has been that we must recognize and accept the responsibility associated with this amazing development. To do this, we must first of all help provide equity of access to adult education and promote its financial support. Secondly, we should consolidate and coordinate some of the national organizational efforts in adult education to be more influential and effective. Thirdly, we should acknowledge and support the need for preparing top-notch leadership personnel in adult education. Fourthly, we must constantly reconceptualize the field of adult education and broaden its knowledge base.

Now those four needs or realities represent a pretty big order, and I know it's not going to be easy. I'd like to close with a one-liner that represents a Vermont folksaying that a group of friends of mine found written on the wall of a country shop: "Everything cometh to he who waiteth so long as he who waiteth worked like ... while he waiteth."

COMMUNITY EDUCATION

Jack Sittman, Chief
General Adult Education and Recreation
Pennsylvania Department of Education

There might be a few in the audience who still aren't familiar with what is transpiring in community education, so I'd like to give a short synopsis.

The authority for community education came about with the Educational Amendments of 1974. This was the Public Law 93-380. One of the sections of this public law, Section 405, is known as the Community Schools Act. This act is the actual authorization for the community schools or community education programs that we are discussing.

However, there were some problems at the federal level. Even though the legislation had been passed and there was authorization for funding within the act itself - in fact, authorization for a total of 17 million dollars - there was still the requirement for an appropriations bill. This appropriations bill, rather than appropriating the full 17 million dollars, came up with only 3 1/2 million dollars for fiscal year 1976. This is a far cry from 17 million, and considering that this had to be distributed among all of our 50 states, it isn't very much money to go very far. But it was felt that this could be seed money, at least to get some programs initiated in community education.

The next problem that was encountered by the U.S. Office was in finalizing the regulations. They did have the tentative regulations printed in the Federal Register on April 18, 1975, thinking that after the appearance of the proposed regulations, they could incorporate the revisions and hurriedly have the regulations printed in final form. But there were so many comments made on the proposed regulations that the final regulations were not printed until December 12, 1975, this was a little over a year's time just getting the regulations adopted for community education. Fortunately, Julie England and her staff were ready immediately after the appearance of the final regulations with the application procedures so that she did make copies of the application procedures available to those who were known to have an interest in community education. These were the necessary steps in applying for some of these federal funds to start, to add to, or to continue with an existing community education program.

The only thing that has come up quite recently from the U.S. Office since these application procedures is the question as to what constitutes a local educational agency. The interpretation was that it would be an agency providing services to the elementary and secondary schools, to the school boards, or to the school districts. As an example, if a recreation department or a community college were providing services to a public school system, and if these services were being provided in an elementary or secondary school building as part of the total community education program and not just within a recreation or adult education program, then this type of agency could be considered as a local educational agency. The important thing in the determination of the local educational agency, then, is that the agency provide the major components of a community education program in elementary or secondary school facilities.

These are some of the things that have been going on in the U.S. Office of Education. In talking to them on Wednesday, I asked how the applications for funding were being received, knowing that the monies are very limited. Their response was that they have been receiving great numbers of applications. In fact, they anticipate being flooded by March 3, which is the cut-off date. Obviously, it's a very competitive situation.

The next question I asked concerned the proposals and prospects for the next fiscal year. The answer received was not encouraging. Again, the monies that were released (the 3 1/2 million) were for fiscal year 1976. The President has presented a fifth fiscal 1977 budget, and proposed in that fiscal '77 budget is 1.7 million dollars for community education.

I think there is going to have to be a lot of selling if people truly are interested in having some federal subsidy for community education. There's going to have to be quite a bit of selling done to the Congress in order to have some additional monies placed into this budget. If not, once again, the monies just won't be enough to go around.

I'd like to have Nancy step to the microphone and give us some background on what the State College Area School District has been doing. For several years, they have been very much interested in community education. They've done a lot of thorough and in-depth studies on community education programs, and they've experienced just about everything in trying to sell community education to the local school district. I've asked Nancy to take some time this morning to identify for you some of the problems that can be encountered in planning for a community education program. I'm sure this will help you in your studies and approaches for a community education program in your area.

* * * *

Nancy F. Desmond
Assistant Director of Continuing Education
State College Area School District

Community education is something that is broad and great and that can occur any time and any place. The support for it can be federal or state, but I would hope it would be local. And all that is needed is initiative and action. So I'll talk about some of the issues and the pitfalls you might encounter in getting into community education, and then I'll go over some procedural steps that might be helpful to you.

Certainly anything I say is not meant to be the last word. All of these 25 people come from different viewpoints. They may represent a college's interest in community education, a community college's interest in community education, or a public school district, so you'll want to draw on different points and experiences of this program. I'm going to try to be brief in hopes that we can salvage some time in this program for the dialogue that will pull all of you people into this session. It will be richer for everyone, I'm sure.

First of all, we are continuing education people. I think one of the first things we have to admit, and I think the ones who are down the road a little piece will readily admit this, is that generally we are not at the top of the power structure in the schools or in anything else. We are kind of an add on, just being discovered, and how wonderful it is going to be for the next-100-years kind of people. So I think we just have to deal with that as a reality. Now, maybe it isn't so for some of you. Maybe you really have a direct line to the top of the decision-making in the public schools or in education. And that's great if you do.

But there are other things happening. Community education has done so well that 700 districts or more throughout the country have opted for community education as the way in which they will function. Probably 50 to 100 of those are working in the broad, new, grown-up concept of community education. In other words, these are not just adult and recreation programs; these have wider involvements. They are trying it, and they are doing it. It's working for people; people are happier, so it's proven that way.

People in recreation are getting the word and information about community education. Down through the higher education system, mostly due to the impact of the federal legislation, they are getting turned on and thinking about becoming involved in training and leadership in community education. State after state, and now Pennsylvania, is talking about establishing a center on community education.

School district administrators are learning about this through their direct line publications. And, of course, the influence and conviction of Secretary Pittenger and Dr. Manchester are going to mean a great deal of difference in the future. There is information flowing to those people now on a regular basis.

A community group such as AAUW is now in its second year of commitment to community education, at least in the state of Pennsylvania, and perhaps nationally, I'm not sure. But AAUW has been leading at the state level. They are having workshops throughout the state of Pennsylvania, awareness-raising workshops on community education, and some of you have caught information in that way.

Human service delivery systems are being pressed to coordinate and cooperate in cutting costs. Recently, some of them have learned about this thing called community education that speaks of a mechanism for better delivery of services.

And then governmental bases, such as your own county government, are getting more power than they wanted, I think, in the area of human service development, for instance. Money has come to them not only through revenue sharing but by other laws and legislation that have been passed to make them more responsible for mental health, mental retardation, home health services, and you name it. Those services were once provided through agencies that probably operated with a volunteer emphasis, and now the legislation is putting money in the hands of commissioners - county commissioners - and they're having to make some decisions. They are organizing structures for this decision-making, and we know of at least two counties that have studied community education in terms of what it proposes could be useful.

You may feel you aren't in the power structure, and yet you are terribly excited and want to know about community education. I'd just go and get some people of mutual concerns and form a personal support basis with this enthusiasm of yours. I think it's most important that you know what community education is. You know it has come of age, and it's just been in the last ten years that community education has been interpreted in its full breadth.

The Bethlehem project is a sterling example of community education in its breadth. I'd like to read goals proposed in a very helpful little booklet so you see what I mean. The first line states that there is so much good literature available, a result of people helping people and was the consensus of the leaders in community education. The community education philosophy (and this is weighty - listen to it) stresses developing and strengthening the vital relationships, mutual dependencies, and the fundamental linkages among home, school, and community in all phases of human growth and community environment. Thus the community becomes a living, learning laboratory for students and adults. In this manner tax dollars, as well as private funds, are used more effectively and much duplication of services is eliminated.

Now is that a lot? It speaks of change. People don't respond well to change, to such comprehensive change as this. No, that's troubling. But if you really are thinking about the big picture, you are not going to win friends at every turn. Be prepared for what I would not exactly term as "enemies," but for people who will question very hard what you are doing.

This is going to affect political structures in a community. It is talking of such things as moving the classroom into the community and the community into the classroom. It's talking about returning power of involvement and decision-making in the whole arena to the people. It is saying that we, the people, are here to handle the day administratively, to handle the day-to-day decision-making, to see that the bills are paid and this kind of thing. It's already a good program educationally, but we want the people more involved in saying what they need, what they want, and where they want access to it. Boy, that's mind blowing to a lot of people who aren't used to letting it go and letting it happen.

And then it calls on taxing bodies for cooperative action, at least I hear it calling for this as something that they haven't always been used to doing. They take money from our pocketbooks, give it to borough councils and supervisors for care of roads, for planning, for fire protection, for you name it, and then the school district takes another big chunk for education. The county government is taking taxes for a multiplicity of services. Community education is calling for those groups that usually have operated in their own separate decision-making realms to get together.

I purposely have talked about that totality that's further on down the road. How quickly you achieve that totality and come to grips with those issues depends on your approach. But I would say to you that if you are going into this in terms of quality of life for a community, don't miss whatever's out there and try to deal with it in some way as you are moving ahead. It could be that all these things are already in your program that you want to move ahead on, or you could face each one of the issues in turn. So, know your climate.

Jack Sittman has just painted the picture for you on the federal legislation. I would suppose there are mixed opinions about federal legislation coming into community education. Most programs got started with private dollars and with just a little bird-dogging for special funding for human caring services. Then there's the Mott Foundation, which is the cornerstone of investment in community education.

We must consider if we have lost more than we've gained with the federal dollars finally being passed. By getting it up there where it is more acceptable in our system of accountability, with the federal government now endorsing it and putting money in it, have we lost that one area in which local initiative moves things to happen because we will be so preoccupied with soft dollars? I'm just saying that's an important decision-making area for you people to deal with as you move ahead and if you do get the task force level and that type of thing.

At the state level, there's a new wind here in Pennsylvania. Secretary Pittenger addressed the Community Education Association's first meeting and did it with the conviction that everything he sees in community education means good things to him. (I don't know how the Director of Community Affairs is talking, and I've not heard such speaking from the Department of Health or the Department of Welfare.) Secretary Pittenger continued by saying that community learning is his total interest and everything that involves the community in using the schools and being involved in the decision-making is good. And so there is as much pressure as any secretary of an office can exert to move in this direction.

Secretary Pittenger brought in Dr. Manchester - with experience in community education - as Commissioner of Basic Education. Just recently, Dr. Manchester listed his priorities in public education. The first is to divide the administrative tasks and the instructional tasks. Second is to help local districts develop those two major components of community education programs. they will concentrate on a program that encourages community use of schools and instructional programs that are directed toward learning outcomes and that make extensive use of community resources.

Now that's pressure, or vision, we should say, for planning. There is even an office with a staff of four being set up to look at community learning. They will start working with six school districts as pilot projects. This may be next year, but there's no money yet.

When you go talk to the schools and others about community education, they say okay, but where will we get the money to do this, to hire someone to be in charge of community education? They're always saying that they can't do anything because there is no money. But there are three or four states (and this is the vision I'm sure many have) that have allocated one dollar for community education on a per capita basis. But that isn't here in Pennsylvania yet, although there has been some pressure.

Economics is still the major concern in education. With decreasing school populations and buildings that are expensive to operate, there's always some person who says we'd have to go a long way to prove to him that they'll save money in the long run by having buildings open 24 hours a day, 12 months of the year, rather than closing them and selling them to the county government, for instance, as a complex for agencies. In other words, those are real issues. Community education's fine, they say, but there is the cost of keeping buildings open, and who's really going to pay for this?

Higher costs in salaries are pushing this issue of having to raise taxes; that's with us this year as never before. There's a depression psychology, I think, among the people involved in raising taxes and looking for funds. They have to decide whether to ask for more and perhaps sacrifice long vision. The immediate worry is to make the budget balance. But then they worry about getting caught in that trap of economizing, of cutting back to the basics, while forgetting that they are going to be living there a long time, and their children after them, etc. They have in their communities, which they are losing even now, and forget that they must reverse the trend. I think this depression psychology is affecting some of the decisions that are being made this year in terms of where communities are going.

The other issue that you can get hold of is that schools now have citizen's advisory councils, so usually these are avenues for citizen input and decision-making. Schools are hearing about the return to the basics, and they're saying that maybe students don't need continuing education and recreation as much as reading, writing, and arithmetic. So you see, there's room for citizen input there.

In the government, there are community organizations with much in common that are struggling with this economy problem. Since they've had revenue sharing monies that helped them get over the hill, their economic situation isn't as tight as the school districts. Revenue sharing has helped these communities get some big jobs out of the way, such as increasing their fire departments and starting Meals-On-Wheels programs. But, they all are wondering what will happen if revenue sharing doesn't last. Lately, they have not wanted to commit themselves to long range involvements. We don't have a long history of government, schools, and human service agencies working together, that's for sure. This kind of cooperative involvement is a new thing.

Another aspect you have working to your advantage, though, is something that would not be a pitfall but a help. Informed community groups like the AAUW are talking to all three bases - human services, schools, and the government, and saying this awareness-raising is needed to get everybody together. That's a technique community education can utilize to move ahead. That issue of whether you want to have more local, state, or federal dollars - that is, where you are going to go for the funding - is a basic issue that must be discussed. Because, when you finally get down to selling the plan, there has to be broad support and initiative in order to sell it locally. We have to be determined to go looking for the soft dollars we may have missed this year on federal funding. We certainly are going to study the list that Mike Ciavarella is to give us on funding. We are going to see if we can wing it on soft money.

Whatever your base of focus or perspective is as a person here today, I think you need to realize that schools comprise the single most important agency. That's because they have the resources, the buildings to be utilized. Geographically, they are distributed throughout your population, and they have a defined boundary. Ultimately, the schools will become the most important group for influence and cooperation.

It's just not enough to recognize that it is important to involve people from the school at any level, from one particular office or any other office. If you really are interested and you go back and join with those others who may be enthusiastic from the other systems, your first need is to get to the superintendent of schools. If he hasn't been turned on by or thought about community education as an option for his district, then go to the assistant superintendent, and then to the board. All this is just to make sure everyone has a chance to be informed. These people are the ones you want to have take a look, and at this point you still are talking about taking a look.

Then you have to decide on your approach. I see several opinions. I think that Plan A would say that a school could pretty much do this thing within the house. They have a citizen's advisory council which they might utilize without too much more expansion within the school family. They could do a quick assessment and then really go at community education.

I pulled this out of a public relations group and it sort of expresses the procedure: "First, take a deep breath and say 'citizen's advisory committee', and if everyone howls and says, 'we just tried that and it didn't work', tell them to back up and try again." Explain their function; tell them that with proper communication and departmental handling, these committees will do the job. Remind them that in the general running of a school district, the citizen's advisory committee historically has made a contribution to the school process.

Plan A is that the school personnel people pretty much say which way to move. Educationally, some of these other people are involved, but the school personnel still go ahead on it pretty much on their own.

Plan B would be that although the school becomes convinced and initiates looking into this, they might turn for leadership to the United Fund, the borough council, the township supervisors, or to whatever agency encompasses key impact groups in that district. That is also a top level kind of operation.

Then there's a third approach, whereby the schools decide they want to take a look at community education. But they want the wide involvement of the whole community, not only of the people at the top. If it's to be community education, then they want to get the people involved, and they set up a mechanism by which a broad-based task force is formed.

Very quickly then, whatever your approach - and you know sometimes it just takes two or three of the right people to get something going - it doesn't have to get terribly complicated. But remember, that this is so encompassing, that you might get down the road with something that a few people put together and have a lot of questions asked and be sidetracked and derailed. But if you go for the involvement process, which is what I recommend, you will have an exploratory phase to become informed and really get to know this community education thing. You'll go to the school board and have the school board set up a task force and provide someone to lead the task force. The task force usually convenes about two months after board action and then it takes an additional month to achieve the widest involvement of people.

When the task force is formed, the first thing they have to do is to inform themselves by tying in with national and state community education, by contacting the centers like Shippensburg and Eastern Michigan University. Next they get at the task of devising a plan, large or small, pilot or total, for a community in the area. It can be subdivided into action-oriented subcommittees for tasks such as site selection, program and staff in governments, community agency support, budget funding, public relations, and a mechanism for evaluation.

If you are turned on here today and you've just started to think about community education in the last few months, you would need until September to get it all together to have that school board sanction. You can begin from other angles, but I think you'll kid yourself if you just go in saying you want to use those buildings and that light and those electricians and that custodian. If you get everybody working together and you are not in a community with friction, I would suggest that you might have a program operational in six months, but more likely in a year.
I wish you well if you decide to look into community education.

* * * *

Charles Kofoid, Associate Dean
School of Education
Indiana University of Pennsylvania

I really had planned to go through a long history with you concerning adult and community education in Indiana, but I realize that your mind absorbeth only what your seat endureth. We will try to cut this down to five minutes. If I leave anything out, there are people in the audience who can give you all the answers.

When I came in this morning, Virginia Barcus said to me, "You are really hyper, aren't you?" Yes, I get very hyper about community education and the whole process of community education, especially as it deals with the preparation of people who work in community education. I have had the opportunity over the last year to talk with Nancy Desmond on the phone a couple of times and really enjoyed meeting her here this morning. Mike and I have been in telephone conversations and meetings together, and although I keep giving Mike a bad time about all the money he owes me, all he talks about is this manual that he is preparing. But he does not give me any of the money he owes me.

It does take money to really get into the business of community education. But, beyond that, it takes a commitment on our part. We will look at community education as a whole process and not as a fragmentation of bits and pieces. So it is important that we talk about what can happen in the institution of higher education in a preparation program.

A year ago, I talked with a friend at Eastern Michigan, and said, "How can Indiana University get involved in community education?" As you know, we already had been well into a program of adult education and have a degree program in it.

My friend told me to write a proposal. He indicated that Lehigh University already had submitted a proposal, had been visited and probably will get the money. We submitted a proposal anyhow. The proposal was looked at, it was given some high marks, but "sorry, there are no funds available for you - for us to fund it." We said, "Fine, we will think about it some other time," and we sort of put the proposal on the back burner and let it stew a little.

In December, 1975, Donna Schmidt from the Center called and said that Lehigh has had a little difficulty and they are not going to be able to get their project on the road. She asked if we could pull out our proposal and get it moving. I talked with Donna last night on the phone, and as of June 1, the proposal will be in operation.

The idea is to develop leaders for community education, to develop staff workers who can help you establish an ongoing program of community education in the communities. At the present time, we are talking about masters degree level programs primarily centered around the concept that these people will work in western Pennsylvania. We don't intend to impose strict geographical limits, of course, but that is our fertile ground right now as we see it. We do have to think about the limitations of our time, space and the students that we have at the present time.

We also became involved in this whole business of federal monies that we have talked about here this morning. Let me tell you that out of $3.5 million, 450,000 of it is all that is allotted to higher education. Now any of you from higher ed thinking about these funds, look at it very carefully because it is going to be a highly competitive market - so highly competitive, that these are going to be extremely small grants.

Julie England told us in Cincinnati in December that they probably will opt for 220,000 dollar proposals rather than 100,000 or 200,000 dollar proposals, so the money is going to be extremely small. At any rate, Indiana University of Pennsylvania decided to opt for some of these funds. Our proposal is centered around the concept that we will develop within the Center of Community Education which is funded by the Mott Foundation.

This Institute for Community Education will identify approximately ten people to be involved in three or four seminars throughout the course of a year. Seminars will run approximately one week in length, and they will carry nine credit hours - graduate credit hours - totally free to the participant, but with a commitment from them that they will do something in community education. The seminars will deal with such topics as the humanization process, the administration of programs, etc. Through the institution of the development of these seminars, we hope to have a self-instructional competency-based type traveling road show - a traveling package, a product, if you will, that you people can use in your community to help develop community education. Very quickly and very honestly, that is what we are doing in the School of Education.

There are other programs at Indiana of which I think you ought to be aware. Along other lines, there is a doctoral degree program dealing with preparing English teachers for community colleges. Our whole School of Continuing Education, which you heard Dr. Bilicic, talk about has a number of programs.

But the School of Education, specifically the programs that have been working with Jack and the Division, and the monies for the grants that we are going after, will deal primarily with leadership development.

If any of you are interested, write to Dr. Bruce Meadowcroft, or you can write to me and I will forward your questions to him. Write to us and we will give you all the information we can. We try to keep Jack informed, and we try to keep Mike informed. I might add that we do have a network of resource people available. We are tied in with Michigan, Penn State, and Syracuse University on the federal monies. We are trying very hard and very diligently to keep everybody informed and to keep all the avenues of communication open. Keep Mike informed. It is very important that you do that.

* * * *

Michael Ciavarella, Director
Commonwealth Center for Community Education
Shippensburg State College

Certainly what Jack Sittman said earlier about that $1.7 million for the next fiscal year is really discouraging. It almost wipes some people out. Federal dollars might have a retarding effect in some way, because right now there is a lot of enthusiasm without the money. So what I'd like to do is keep that enthusiasm, and search for some other sources for money. Let me share with you some of the things we have done at Shippensburg in the last year.

One of our main endeavors is the preparation of a funding guide for community education purposes.

Also, here is a copy of the Community Involver, which is going to be our statewide newsletter in community education. When we get a little money, I'm going to put it on better paper, but for now, it works. It gets the message across the state, and you'd be surprised - people were stopping me and asking me for it. We had over 700 mailings of this. If you are interested, we can get a piece of paper going for you to sign, and we'll put you on our mailing list. That's one thing that was developed.

Another thing we did at Shippensburg was to organize a workshop to which key people were invited from all across the state - to spend a day and to discuss community education.

Right now we're mounting a statewide needs assessment. We're going to contact all the school districts in the state to see what they're doing that can be called community education. This data will be shared with you and used in a seminar or conference at Shippensburg with the Department of Education to plan future developments.

Another thing I'd like to do this summer, and I've discussed this with President Seavers at the college, is to offer a one-week workshop on funding or grantsmanship. It will focus on how to go for the buck and by that time we'll have our funding manual completed.

Fortunately, we've been getting all kinds of visibility. The PTA called and asked us for information on community education. This led to an article in the PTA Journal. I've had many contacts with the AAUW, and they're a strong force in Pennsylvania.

Many school districts have generated enthusiasm and have borrowed materials or films. These districts include West Grove, Uniontown, Altoona, State College, Fallsington, Gettysburg, King of Prussia and all across the state I see enthusiasm for community education developing.

We're trying to develop stronger relationships with the intermediate units who'll be a kind of field-based implementor for community education around the Commonwealth. We're very much into this thing, even though there is a mountain of paperwork and I don't have a secretary.

I'd like to talk a little about funding community education. Please accept what I say as suggestion and not as the final word. I have trouble getting money. I've been shot down many times, but I keep coming back. My fine friends in the Department and across the nation are great at recognizing good ideas and supporting them.

I want all of us to think of community problems and the seriousness of resolving them. The only we are going to resolve them is to work together. Interagency and intergroup cooperation are crucial. There is no group in this state that is going to build community education by itself. Much as I appreciate what you folks are doing...I think you'll agree that you have to work with others to really get it going.

I'm trying to say something important here today. I'm trying to say that community problems belong to the community and no school district can solve or pay for their solution by acting dependently. Maybe it's a blessing that community education has come along. Administrators and other school personnel have been expected to wear too many hats...to be the administrator, the disciplinarian, day care center operator, teacher of moral values. Maybe the community education movement will provide a vehicle for all of us to work together in resolving community problems.

The solution of community problems hinges on interagency cooperation and sharing of responsibility. I would like to repeat that community problems belong to the community...not just the school. All agencies have a role to play in the areas of juvenile delinquency prevention, drug education and prevention, unemployment, underemployment, problems of older citizens, community health and nutrition, lifelong learning, environmental education, youth development, alcohol control and prevention, adult education....

Statistics show that much needs to be done and some commentators are quick to blame the schools. Are the schools to blame? We don't think so, but there may be some things we should have done. Maybe there are some other ways of doing things that can help. Perhaps the solution may be found in interagency cooperation. The kind of interagency cooperation that respects the legal basis of each agency but recognizes that the main purpose of all human services agencies is the conservation of people.

There are many ways interagency cooperation can mobilize energies to get dollars to support important programs. The funding guide manual I'm working on will be a useful tool for doing this. I think it will be available this spring and I'm going to use it in our funding seminar/conference this summer at Shippensburg.

I've been trying to point out that money to support the goals we're establishing is going to be scarce, so we must be imaginative. We have explored every possible source for funds. We must look beyond the federal education acts to other legislation. For example, it may be possible to find funding for programs having to do with juvenile delinquency under the Youth Development and Prevention Act. If you have a program for senior citizens, there is the Older Americans Act.

Proposals put together by a group of agencies will probably have a better chance because it shows the people in Washington that the community is working together to solve community problems. The funding manual will list federal legislation and funding sources that are especially open to collaborative community efforts. It will also list Pennsylvania foundations that award monies to support worthy local efforts.

In this manual we've identified school districts in other parts of the country involved in community education. These school districts are good sources of information and display models of what can be done when people work together to solve their problems.

I don't want you to think building community education programs is going to be easy. It's tough to bring together agencies and groups that are use to going it alone. But it can be done and that is what I want to encourage.

ADULT EDUCATION FOR THE HANDICAPPED

Fred Krause
Executive Director, President's Committee
on Mental Retardation, Washington, D.C.

Our rhetoric is important in the serious move toward a range of reality. It's a pleasure to talk to you about some of our common goals. For, there are common goals in the minds and attitudes of many of the volunteers and professionals, and certainly in the minds of the consumers who are handicapped.

In the field of mental retardation, we have gone through what I like to refer to as the "three L's." There was a period of time where parents, particuarly, were at the point of leverage. The first "L" was for leverage - the opportunity to talk with professionals to see if education, rehabiliation and many of the other important disciplines could marshall their forces in behalf of these retarded citizens. This brought some success, and it certainly remains in our vocabulary.

The second "L" was for legislation. It was important to bring leverage to the legislative arena in Harrisburg and in other state capitals to emphasize the need for statutory power and funding resources. This, too, went through an era and remains in our vocabulary.

"L" for litigation became a legal force. Only then could we depend upon the legislative power to point to the courts and say there was no provision for this form of education or rehabiliation for handicapped children or adults.

I salute the Pennsylvania Association for Retarded Citizens for leading an almost nationwide effort to see that every child has a right to education. This right should not end at a particular age for these handicapped persons because so-called educators, school boards and administrators think it no longer necessary to maintain them in appropriate school settings.

Adult education, then, is our common goal. It is to improve the quality of life for the adult population.

The President's Committee on Mental Retardation has as one of its major goals, the improvement of the quality of life of a special group within the adult population - mentally retarded persons. They have the same characteristics as your target population. They are typically undereducated, most unemployed or underemployed. I know that one of your target populations encompasses all those adults who have not completed high school and, in many cases, have a disability.

More than likely, then, they are retarded. They may fit near the bottom of certain priority scales. But they represent a group which needs adult basic education probably more than anything else.

Reports from national advisory councils on adult education indicate that, here in Pennsylvania, the adult population includes over 400,000 persons with less than six years of education. More significally some 94,000 adults have completed no school years at all. This comes from certain census data taken in Pennsylvania.

We know from our experience that a majority of mentally retarded adults are likely to fall within these two groups of undereducated adults. A recent report from the U.S. Department of Labor estimates that, of the 3.5 million mentally retarded persons between the ages of 16 and 65, about 1.5 million are employed. Pennsylvania agencies serving mentally retarded persons estimate of the more than 250,000 mentally retarded adults in the state; more than 45 per cent are either unemployed or underemployed.

Reports from these federal agencies serving indicate that education, training and other rehabilitation services will be required to move the unemployed mentally retarded persons into the active work force.

A nationwide movement is underway, called a deinstitutionalization plan, by which thousands of mentally retarded persons are being returned to the community. In Pennsylvania, there are approximately 10,000 persons in the public institutions for the mentally retarded. We estimate, very conservatively, that at least one-third of this number could be served in the community if alternative community services were available. In other words, they could live and work where you and I do. They could profit from the many advantages of community mainstream living.

Reports coming to our PCOMR office suggest that this group has a critical need for additional training and education. Many of them would not have access to education, either special, remedial or general, if they were now in the community and even less if they stayed in the institution. They will need the traditional basic education, but will also need education in the areas of personal grooming, hygiene, sex education and personal finances.

The employed mentally retarded person is another consideration. Emloyment data indicates that the mentally retarded person is likely to be employed in an unskilled job, a service occupation, or a sheltered workshop with little or no opportunity for upward mobility.

Reports on two national manpower programs of on-the-job training and employment for mentally retarded persons indicate that the program experienced a high degree of success. However, it was noted that the primary cause of failure was inability to adjust to the job. Lacking were the personal or social skills normally required to maintain a job.

You and I know this need could be met by adult education programs. I am suggesting that a need of both the employed and the unemployed mentally retard person is education of the type which could be provided through the adult education programs that you either teach or administer.

You may be aware that a large percentage of the population classified as mentally retarded are considered to be developmentally retarded due to cultural and/or environmental deficits or factors, rather than to biological or neurological factors. We know from experience that persons with this type of functional retardation can benefit from addtional training and education.

If you were to walk into any homes in your community or neighborhood, you would find at least three mentally retarded persons. Does that surprise you? Now, prior to the court decisions on the rights of the handicapped child, there was little or no enforcement of mandatory education of mentally retarded children. Special education generally was limited to serving only the physically handicapped person.

Mentally retarded students have been kept in activities, such as therapy programs, until they dropped out at young ages or were pushed out of the school due to various conditions and circumstances which indicated that they could not be educated. It is this group - the adult mentally retarded who came out of noneducational programs - who are today moving out into our communities because of deinstitutionalization. They have become the responsibility of many social community agencies such as sheltered workshops, activity centers, day care centers and others.

These agencies need the support of other agencies, including that of adult education, if they are to be successful in moving the mentally retarded adult into the mainstream of gainful employment and independent living in the community.

A recent study of adult functional competency by the Industrial and Business Training Bureau at the University of Texas identified the major objectives for meeting the requirements of adult living. Because these objectives seem especially appropriate for the mentally retarded adult, I would like to list at least five of them for you.

(1) To develop a level of occupational knowledge which will enable adults to secure

employment in accordance with their individual needs and interests.

(2) To manage a family economy and to demonstrate an awareness of sound purchasing principles.

(3) To insure good mental and physical health for the individual and his family.

(4) To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

(5) To understand community resources including transportation which is so badly needed to enable them to get to their jobs.

(6) To introduce the individual into society in order to obtain a more satisfactory mode of living.

For the mentally retarded adult, these objectives can be translated into the types of basic education needed to meet a minimum adult functioning competency level.

Recognizing that there are different levels or degrees of mental retardation, we suggest the following types of education needs for at least a mildly and moderately mentally retarded adult - the people who can very easily function if some of these basic needs are met.

First, communication. This means the reading and writing skills necessary to comprehend written instructions. Knowing how to fill out an application form for credit or employment. Understanding some of the basic rules and policies once they are on a job, and the benefits for which they are eligible. Knowing the laws and regulations of various traffic controls. Following directions and written materials encountered in the world of work and in the community.

Second, math. Basic computational skill is required in handling cash, budgeting personal finances, understanding wage payment systems and comprehending job-related math.

The third is very basic. Personal and social skills. This covers a wide range of activities including personal grooming and hygiene, sex, family education, homemaking and leisure time activities. So many that I have worked with in rehabilitation have lacked these personal and social skills and have been unable to live successfully in the community. Often they are returned to the institutions because of this factor alone.

Coupled with the economic usefulness of the individual are the training and use of job and employment resources, the development of job seeking skills, knowing how to get to the employment agency and learning what opportunities may be available. In addition, learning about public transportation, securing housing, utilizing banking and similar community services, and consumerism are all new for the mentally retarded person. But he needs to be aware of his benefits and rights, both legal and economic.

I recognize that programs already may be provided in some areas of the Pennsylvania Adult Education programs. I suggest that such programs may be too complex for mentally retarded persons. Requirements may be too high for them to qualify. It may be difficult to project the average reading and writing levels of mentally regarded adults in your area. National studies generally project approximately a third grade level for the mildly and moderately retarded adult. Meeting the goal of adult education to raise the adult to high school equivalency may require long term service and special curriculum to serve the special needs of this group.

The 1974 amendments, the Adult Education Act (Public Law 93-380), mandates special education in adult basic education and in education for the institutionalized person. Consideration should and must be given to establish adult basic education programs in state institutions serving the mentally retarded. This could be equally challenging and productive to you as your current programs in correctional institutions. The transition from institutions to the community can be devastating for an individual who has not had the appropriate preparation. I suggest it can be made available through these 1974 amendments.

There are many factors to consider, then, in planning educational programs for these mentally retarded adults. Here are just a few.

(1) A level of demand for selected courses could be determined through a survey of local associations for retarded citizens and in sheltered workshops. Help and information is available through the Pennsylvania Association for Retarded Citizens and from your Pennsylvania Association of Rehabilitation Facilities and from other governmental agencies. Information on need is available from the State Developmental Disability Planning Council and state rehabilitation agencies. This is provided in other states and I'm sure your state agencies would also cooperate.

(2) Availability of classroom space. Many local associations and most sheltered workshops operate in buildings in which more space could be made available. Other space possibilities include schools, churches and civic centers.

(3) Scheduling of classes. In some locations, transportation alone seems to be a problem, particularly with evening classes because driving for the mentally retarded persons may be very limited. Day classes may be a practical consideration if the workshop can make adjustments in its program agenda. Many workshops operate buses which could be used to transport clients to evening classes if daytime classes prove totally impractical.

(4) The level of functioning of the target group. The workshops and, in some cases, the associations for retarded citizens that operate these activities have information on the retardation level of each

client. If programs qualify for Title XX, they have a good deal of eligibility information and know their capabilities. If the mentally retarded have come from institutions and various educational programs, there is a cumulative file of this basic information. It is accessible to you if you need it for your purposes of adult education. This information is vital in determining the amount or extent of revisions required to alter regular course curriculum and for the unique features of each course.

In the design of curriculum for adult education programs, special consultations should be sought from teachers with background in special education for the mentally retarded or other developmental disabilities. These experts in education or in rehabilitation are available as resource people.

The importance is in the planning and identification. The State Developmental Disability Planning Councils have much of this feasibility study data. The Council and its data on the incidence and prevalence of mental retardation in each state is required by federal provision for the developmental disability programs.

One question which I believe would certainly be on your minds pertains to the cost benefit of developing adult education for mentally retarded adults. A recent study by Dr. Ronald Connelly and sponsored by our committee, covered the economic benefits of preparing the retarded adult for work. The studies generally showed the benefit exceeded cost as an important factor in accountability for all programing. The study compared the cost of employment versus unemployment. If a retarded adult is unable to find work, he may have to return to the state institution and institutional care costs taxpayers. I understand, institutional care in your state runs some $35 per day. Think of this in contrast, then, if a retarded adult is employed even at the minimum wage of $2.30 per hour. He then could earn more than $4,500 a year. With that level of learning he could become a taxpayer rather than a tax consumer and would pay state and federal taxes estimated to be, in his case, possibly some $800 to $900.

The total cost of training ranges from $2,000 to $9,000 and averages about $4,000 in most states. In other words, the cost of training and rehabilitation or adult education for one year would be less than the cost of institutional care for one year. In addition, the worker would be paying taxes to offset the training cost. From a cost/benefit standpoint, there is no question that getting the retarded adult into gainful employment certainly is effective.

I have been referring principally to the moderately and mildly retarded, but we have a strong desire to work more with some of the severely handicapped. There are two additional training areas which are basic to their service needs.

The first training area involves their parents. Some 22 million family members are affected, if you consider parents, siblings, grandparents and others in guardianship of the retarded individual. It is a big economic consideration in terms of the cost to them. But if the family of a severely retarded newborn could gain some education and orientation in skills of coping with a severely disabled child, it would be a tremendous aid to them. Such programs exist in California and several other states through adult education.

The second training area involves the aides who work in associations serving the mentally retarded persons, particularly those in the new group homes. These people have had little training or preparation for their roles as houseparents and counselors to these adults for whom they have major responsibility over long periods each day.

In developing programs for mentally retarded adults, you can meet several requirements under the Vocational Education Act in terms of state programs. This is that special emphasis on adult basic education, known as ABE, which is essential for a mentally retarded person. Cooperation with programs relating to the antipoverty effort including work experience, work study and community action programs is very necessary.

Cooperation with manpower development and vocational education is needed, since ten per cent of vocational education programs are earmarked for the handicapped. The fact is, though, that national studies have shown that only one per cent of that money today is being used. It is often underutilized due to lack of state planning with consideration for the handicapped.

The University of Georgia, through their College of Education, has a federally funded project under which the resources of special education, vocational education, adult education and vocational rehabilitation are combined in an effort to make better use of available funds and services for persons with mental retardation and other handicapping disabilities.

At the Crossroad Rehabilitation Center in Indianapolis, Indiana, adult education funds provide a full-time teacher and assistant. Instruction is provided to clients at the center as part of the comprehensive rehabilitation program during the working hours. Other models are in San Rafael, California and Santa Cruz; there are many others. They should be more than models. They should be examples by which we can spread and broaden these types of programs throughout the country.

In Indianapolis, counselors at the center refer clients to adult education programs either for general basic education or for tutorial instructions. Special problem areas are identified by the counselors. I am sure this compares to some of those I mentioned earlier. Instruction is provided to this group on a one-to-one tutorial basis for those needing special instructions. The group classroom instruction includes personal needs such as meal planning and use of public transportation. The ABE program also assists clients of the center in preparing for various tests such as the GED. The adult education teacher has a variety of skills and, to utilize them, has received training in special education in addition to adult education courses. The adult education teacher at the Crossroad Center serves as an integral part of a rehabilitation team in the planning of rehabilitation services and reviewing of clients' progress, in addition to his regular duties.

Two other rehabilitation centers in Indianapolis conduct adult education programs in their facilities. If the workshop is now providing the necessary services and qualifies, it may receive funds through this vocational education resource.

Reports from other states indicate that many adult education programs operate in rehabilitation facilities serving the retarded and the handicapped. Some programs are offered during regular working hours as part of the rehabilitation process and service but others are scheduled after-hours or in an evening program.

The President's Committee on Mental Retardation and many other federal agencies are ready to assist you, your school boards, or the various agencies you represent in developing some of these adult education programs. I guess, in a way, we need each other to serve the public.

In closing, then, we need to help the mentally retarded. We need to help them find their way. This could be provided through adult education. I hope you meet the challenge.

USING THE MEDIA IN ADULT EDUCATION

HOW TO USE CABLE TV TO PRESENT YOUR ADULT EDUCATION PROGRAM NOW

Earl W. Haydt
Regional Manager
American TV and Communications Corporation

I'm not going to give you a commercial about cable television. I'm assuming that you probably know more about the cable television system than many operators who have been in the business for 15 or 20 years.

I passed out a map of Berks County which tells a little about the demographics of the cable system in the Reading-Berks area. I will also tell you about the interconnected system that we have built, and when I say "we," I am referring to the 19 operating franchises in 21 communities, and to all of the educational family encompassed by that system.

If I may refer you now to the map, you see that we have 19 franchises operating and 34,019 subscribers in the Reading area. There are 68,265 homes in the operating area, which means we serve roughly 50 per cent of the people there.

Extremely interesting is that when we try to explain how this workable system has evolved, it comes down to the fact that everyone has put their shoulders to the wheel. Of course, the educational family has played, and continues to play, a tremendous part in this endeavor. If anything I wish to keep banging away at, it is the importance of aggressive moves from the educational family at all levels - kindergarten through higher ed through adult ed. It takes everybody.

Another important item is that we are going to refer to some segments of the television spectrum with which you may not be familiar. I am referring specifically to the tremendous band width and the multiplicity of channels. Let me take a few minutes to give you a quick course on how we use the television spectrum in the cable system.

We begin with what is called the low band - the 2,3,4, 5,6 television channels and the FM spectrum. Broken down, technologically, it is 54 megahertz to 108 megahertz.

Above the FM and below channel seven is the mid band. Many people do not realize that, when you go from channel six to channel seven, you've jumped a long way on the television spectrum. It goes from 108 megahertz to 154 megahertz, and cannot be received by your TV set because you have a 2-13 set. We use numbers of the alphabet to designate the channels that we use there - channels A,B,C,D,E,F,G,H, and I.

The next spectrum goes from 154 megahertz to 216 megahertz, and includes channels 7,8,9,10,11,12, and 13. This is the other familiar spectrum, of course.

The final stage of the arc, above channel 13 is called the super band. It includes J,K,L,M,N,O,P,Q,R,S; so we have ten more.

To review briefly, when referring to the mid band, we are talking about the A-I channels. When we refer to the low band, we are talking about 2-6 and in reference to the high band, we are talking about 7-13. The super band goes above that to the J-S.

Keep in mind that a television set without any external device can receive 2-13. If you have an FM set, you can receive FM through the cable, and if you have a special black box, there are capabilities built into the cable system. And remember that it does not matter what you have spent for television, nor how old that piece of equipment is, for there is not a single piece that we have found in all the school districts that we have not been able to use in a modern, sophisticated cable television system.

I started in Reading in 1966, having been in cable television since 1954. I said back in 1954, that the only way cable television can ever fly and get off the runway in the proper manner is to work very closely with the education family. In fact, the only thing we've done differently from other cable outfits is to work with everyone in the schools, in the churches, in the communities, and we've proven beyond a shadow of a doubt that no matter where you go around the spectrum, you always come back to the educational family. Please put your minds on the fact that you can make things happen.

The television system within the framework of the law today is a wide open situation. If you want to ask me questions about any type of program that can be put on a cable system, I will come back to you saying that we are putting 50 hours a week of locally originated programming on the cable system. Bob Feena is going to talk about a group known as the Berks School Castings group that has programmed channel viewing for us. I haven't the slightest idea, until I look at the schedule, what's going to be on that channel, and I would not think of telling them what to put on.

As part of public access, we have done the same thing. We have given complete access to the community, to all 34,000 homes. We have satisfied any group that wants to come along. For example, we have a church, a Mennonite church, that has spent $50,000 for their own studio. They are programming on the cable system three hours a day. I do not tell them what to put on.

Furthermore, we have government groups. We have school groups. We have groups, groups, groups, so whatever you want to throw at me, please do so. Remember that all of us up here are the doers; we are not merely rhetoricians. We will not talk about anything that we have not done. If you can give me a new idea, I will take it, for I'd like to impress on you one thing. In all of the years that we have been doing public access and putting programs on, we have yet to have what I consider anything that even started to look like obscenity. The word "obscenity" does not fit my vocabulary very well; I have tossed it out along with the word "censure."

The word "edit" also does not fit my vocabulary. I believe very strongly that if we put together a program like this and no one were around to see it except the four of us who put it together, we would be way ahead from where we started because we would have gotten into each other's minds. It is as simple as that.

This is mine, and I can talk on this for about 92 days. I would rather hope I have given you sufficient background to let us go into the next portion of our program. I am going to turn the program over to Bob. He has already kicked me in the shins four times. As I said, I want to give you a little background on this gentlemen.

Bob is not a media person by trade, and I think that is what made him a great guy to work with. His mind was not all filled up with what he could not do. It was only filled up with ideas of what we could do. Bob and I have worked together since 1969. I have to tell this story, Bob, because I think it is relative.

I personally think that most college professors are "stuffed shirts." We have a committee known as the Berks County Educational Steering Committee which is chaired through the Intermediate Unit. It includes all types; that is, it has a good balance of people that should certainly decide what should be done about Educational TV. It happened that at one of the meetings, I was sitting at the end of this long table and looking at this very distinguished looking fellow up at the other end. Suddenly, someone says, "Here is Dr. Robert P. Feena, Director of Television at Kutztown College. Here are two TV characters looking at each other."

Seriously, Bob and I have worked together since 1969. I think a tremendous amount of learning has occurred between the both of us. Our wives have not appreciated all the time we have spent together. I don't think people are talking about us yet, are they, Bob? But they may in the modern world today. He is getting nervous now. But I want to bring out the fact that when Bob was director of television and had shows there, he proved that any college professor or anyone in that college could relate, face-to-face, looking at one another, talking to one another, anywhere over half the county, whether it be kindergarten class or whether it be a governmental session or whatever. In turn, the other person can go from home or from the church or the school, etc., into any part of the college via the manager of the television. I think Bob is going to show you more of that, and I hope that perhaps that you have either had enough excitement to tell me to sit down and shut up, or that you are interested in sticking around a bit to see what else happens. I will let Bob now pick up and give you more background on the system and how we are making this work.

* * * *

USING THE MEDIA IN ADULT EDUCATION

Dr. Robert P. Feena
Director of Television
Kutztown State College

Picking up where Earl left off and looking at this map, you will notice that we have a microwave length between the college and the Berks Suburban System. Worldwide, it is about 20 miles down the highway; microwave, straight line, it is about 15 miles.

Indicated here is a two-way microwave so that, as Earl (Haydt) just remarked, we can see and hear each other two ways, simultaneously. It is one of the few interactive systems that exists at the present time. We can have this type of interactive television going out from anywhere on our campus to any of these locations.

Half of our campus is wired off, and most of our academic buildings are wired off. We can originate programming not only from our studios, but also from those classrooms. In essence, we can have the expertise of our faculty going beyond the college walls.

You noticed I say can. As you know, the human relationship problems in changing some of our practices are long and hard. This probably will be the longest struggle of all. Installing the hardware, by comparison, is a relatively easy thing to do.

So we are still at a stage of planning and development. We have a long way to go. So all we can share, as I see it, is to let you know what we are doing in this respect.

One way of sharing this progress with you is with a city cassette. A few months ago, we had a dedication demonstration ceremony of this microwave length in our new colored facilities. This was basically an interactive program between the college and all these various points. Simultaneously, it was shared with the potential 34,000 subscribers in the borough, plus the downtown Keystone cable system in the borough of Kutztown. At that time, Dr. Stratten, president of the college, spoke as follows:

> At Kutztown State College, we see six major uses of television: television production courses; instructional television; courses in various departments at the college; in-service programs for personnel in various occupations; community and public relations programming; and college student access in continuing education.
>
> As part of our new mission in telecommunications, we have developed a Bachelor of Science program in television production which we hope to initiate in the fall of 1976. This liberal arts program will provide students with a broad educational background, as well as the necessary theory in hands-on experience for applying the technology of television in various fields of endeavor. Consequently, there will be a number of television studio production courses, such as the current operational one that you see depicted here.
>
> A second use in instructional television, better known as ITV, has already been initiated. We now intend to expand its uses whenever it is

feasible within specific guidelines which we have developed.

A chief premise of our guideline is that television should be used to enrich college courses by bringing those experiences into the college classrooms which cannot be brought in as well in any other way. For example, students in an advanced speech course make use of television for self-analysis.

Another type of program we hope to expand with the use of television is that of the in-service programs for personnel in various occupations. We recognize that there are many occupations which require continuous updating in new knowledge and skills. In this respect, we intend to make available our facilities and the expertise of our faculty. With the use of television, such programs can be conducted within the in-service program - with students meeting in his or her place without needing to leave his or her place of employment.

Here our video tape excerpt depicts a course with in-service teachers. It is a Title III program sponsored by Schuylkill Intermediate Unit 29 and contracted with us to teach with our facilities and faculty expertise. This program is known as ITEL, Instructional Television through Experimental Learning. It has been most successful during the first three years of its run. Thus in this particular case, we did not need to extend the college campus.

As a public service, we extend our programing and we hope to expand our community programing. We expect to resume a number of television series during this academic year.

In conjunction with community access channels which have to be made available on cable systems in according with FCC regulations, we will continue to encourage our college students at Kutztown State College to use the video rover portable television unit. Our student television club, which owns its own equipment, will continue to circulate among those students who wish to make video tapes for academic purposes. We have an increasing number of students who are enjoying such equipment for recording and sharing video information in conjunction with various types of academic assignments.

Last, but not least, we intend to use television as one of our means for providing continuing education for courses in the community. In this respect, we are currently engaging in a pilot project. In order that you may acquire a greater understanding and appreciation for this type of application, I will now call upon Dean Mary Mobley, our associate dean of graduate studies.

Kutztown State College recognizes the interest of our community neighbors in wanting to gain some understanding of the planet Earth's environment. This is a natural curiosity common to everyone. With the cooperation of KSC-TV, the college is developing a pilot series of video taping dealing with the nature of the Earth's oceans. We hope to add this series of our continuing education program as a general interest area, thus opening a whole new dimension of education.

(Feena): Dr. Stratton referred to the in-service programing and continuing education. You heard reference to the ITEL project, a Title III project which we did with in-service teachers for the purpose of school-provided views. Its major thrust was to try to get regular classroom teachers to use the one camera operation and wherever possible to make use of the cable as a means of transmitting any of their productions.

Supposedly this is one of the things that gave emphasis to the school casting group from about seven school districts. They all interact with each other. They are self-contained closed circuit systems within their respective school districts. They can share all of their productions with the school.

In the past two years they took over the one channel, channel five, which is programed completely by the schools. Recently some of the colleges have joined in, such as Reading Community College, and our own college which is becoming more formalized in it. I think that Albright will be coming in, and Alvernia, as well.

Another group involved in this is the Carpenter Tech Steel Industry, and in this respect, I will defer to Dean Walton who will tell you where we stand with Carpenter Tech Steel.

(Dean Walton): "Carpenter Technology approached us some time ago indicating that they would like to have us produce for them a basic course in metallurgy that they could use for all of their personnel - a course they could have their salesmen do. They could have secretaries take it so they would know what kind of business they were involved. We are now in the process of putting this program together for them. It will probably turn out to be a 15 hour program in basic metallurgy."

(Feena): Still in the realm of in-service programing is the involvement with the medical people.
St. Joseph's Hospital is in this link under Conrad Carston who has a closed circuit system operating throughout the entire hospital. He is linked by cable with all other institutions, as well as with the college.

Because of the interest with the LEVEC group - the Lehigh Valley Educational Medical group in the Allentown/Bethlehem area - there is talk about extending this microwave length right into the Lehigh Valley area, and then tying into the Hahneman Medical Center and eventually into Hershey. The main interests with the medical people are in-service of medical personnel, out-patient services, and general dissemination of information.

(Dean Walton): "Let me just quickly add, that each of these entities we talk about, whether it be a hospital, a church, a school, or whatever, has community groups and individuals coming in to use those facilities to produce programing. In turn everything gets fed into the network. Please keep in mind that there are many facilities available for production work."

(Feena): Earl (Haydt) is already involved in using the cable with the municipality of Reading, particularly in law enforcement. The Director of the Allentown Communication Center would like to make use of cable television with all of the municipal workers for in-service and dissemination of information.

Earl, I think it would be most helpful for you to tell about some of the things that are going on between schools and the mayor's office, and also how cable television is being used with law enforcement.

(Haydt): In order to bring educators and legislators together on how to spend taxpayers' money, you must use a common denominator. We think the cable television system allows everyone to stay where they are so they do not have to go out there and battle with the other guy. It lets one feel a little more comfortable before a face-to-face confrontation occurs.

I will cite a good example of this. Picture the city of Reading - the mayor and the council, a total of five people in a room - and the Reading High School - in this particular case, ten classes of thirty students each. They knew that they were going to be face-to-face, looking at one another, miles apart. We kept this on closed channels so that everyone knew that it was not going into everyone's home but was being seen by the ten classes and the council.

Each class picked a discussion leader and a list of questions. The ten discussion leaders went into the studio of the college. Students and council members introduced one another, very simply. The kids all knew that they were going to ask questions of the Mayor and the Councilmen, so they go to some real loaded questions.

This is what happened.

"My name is John. I am a senior in Reading High School. I want to know who is in charge of the police department."

James Shirk, the mayor, introduced Bob Feena, who is in charge of the police department.

He asked, "What can I do for you, John?"

"I want to know if there is corruption in the Reading police department."

The mayor said that certainly there is corruption in the Reading police department, but "let me explain why I think it is not serious and what can be done about it."

The discussion which followed satisfied that inquiry.

"I am Susie, a senior in Reading High School. My question is for the person in charge of roads."

Councilman Leonard Jack responds: "What is your question, Susie?"

"Why do you always fix the streets where rich people live and never come down where the poor people live to fix the streets?"

Mr. Jack sent for the Road Foreman.

"George, I have a question." Susie's question is repeated.

"Wait a minute," says George. "That's not the way it works. You must be talking about the high school area. That was scheduled six years ago. However, I can't stand before you and say there aren't cases of political influence which change schedules."

You can't get much closer than that. This gives some ideas of how we are communicating in Reading. We mix up both ends of the spectrum.

(Feena): I almost overlooked something that is just developing among the college, the intermediate unit and the Executive Academy. Dean Walton and a few other people got together with some of the chief school administrators. David Hardwick, Superintendent of Kutztown Area Schools, brought out the fact that we do a beautiful job on in-service programs for classroom teachers, but then we administrators lose ourselves in the shuffle and have no in-service programs.

So Charles, Dave, and some of the others got together with the Department of Education to organize and pool together our various assets and come up with some kind of in-service program using two-way microwave cable. Charles will tell you what happened after that.

(Charles): It didn't work out the way we thought it would. The State Department of Education liked the idea, but they didn't like our two-way idea, at least not at the present time.

We compromised with them. We put together two canned programs through a grant. The State Department of Education is providing money to the Kutztown School Department, and they in turn are hiring us as a subcontractor to put the program together. They think they will be able to use the canned programs all over the state. One will be on management skills for school administrators and the other on budgeting processes.

There remained the question on how to in-service these school administrators. We needed some money to do this. We went where the money was, but wound up doing something a little bit different. We still hope we are getting the job done.

(Feena): We will still be able to use the products with the two-way link as originally intended.

We have a little bulletin on what is involved in the Berks Suburban Cable Company. Earl, we don't want to overlook your company.

(Haydt): We tried to put on paper what we are doing and how we are doing it. This relates basically to an overall spectrum of our goals and our ideals.

I'd like to footnote here, that no matter who we touch on, we come back to the educational family for support. You cannot get away from it. That's where all evolves and revolves.

(Feena): Returning to continuing education, we are working with the Carnegie Commission getting the local high schools to offer college courses to advanced, academically-talented students. Again I will defer to Dean Walton.

(Dean Walton): Next fall, a course will be taught simultaneously on campus and at the local school district by our professors. It's use will be looked into, as far as we see right now, by the Reading School District, the Wyomissing School District and the Kutztown School District.

So there could be two-way communication between the college students on campus, the instructor and the high school students.

You saw excerpts on an oceanography course we offer which we hope will interest quite a number of graduates. We will be able to present the course to the general public for registration - with a booklet, a study guide, and an opportunity for in-person communication. This communication would be mostly during the 15-week session. We might have a couple of times when students could get together with Dr. Mobley to discuss any problems.

(Feena): I would like to go back to a remark I made earlier. We see the use of two-way cable microwave as a means of extending the expertise of a college beyond campus walls. We believe, and I suspect that a number of you believe the same thing, that there are many more potential consumers for various types of community courses that we can contact this way. They are people who, for various reasons, cannot get to a college campus, but who might be interested in and willing to take a course in this manner. This is something worthwhile to probe not only in our area but in other parts of the state and country. I think that the next step after that is, of course, to tie in satellite technology with this.

One of the biggest problems that I see in this is working with our colleagues, particularly in relation to the collective bargaining status. This will be a delicate matter for awhile.

We have been developing on-and off-campus policy statements for about the last four years. Of course, it has been very delicate work in light of our collective bargaining state. I would like to feel that we are making some good progress, in that we have involved the faculty. Our television advisory committee has been in operation for the last six years, and we are virtually nipping a number of problems before they become too big.

Kutztown has an on-campus policy statement, and we are just about wrapping up the off-campus policy statement. I am optimistic that we are going to have a minimal number of problems in regard to collective bargaining.

(Haydt): We have tried to show you that cable television is one great means of reaching people. With all the channels available and with all of the technology, it is impossible to not be able to fill a bill.

We talked about disseminating materials for an Intermediate Unit. One caution when you have this program. Copyright material that can go to the schools or to a select group cannot be put out to all homes. We transport the signals through configurations of wire and it is kicked off in the school. The school converts it and uses it on an open channel received by any TV set. Thus, it is distributed very nicely from a central location to privately wired rooms or whichever system you have. We are doing this about seven hours a day with the Intermediate Unit. These are programs that the schools decide what is to go on the cable system.

Question: On the transmission from your program course to the direct location, is it strictly serving the locations or is the capability ot serve individual homes?

Answer: We have the flexibility of doing whatever we want. Each of those places listed is a source of programing; they do not come near the cable company nor does the company go to the other place. That program is transmitted from their school.

It is really a flexible type of system. It means that you can put simultaneous programing to different types of audiences without infringing on the hospitality of the viewer who is watching 2 through 13 on his cable television set and paying X number of dollars per month.

Question: Last year the National Science Foundation gave out four awards throughout the U.S. to research the use of two-way cable in the social sciences.

One of those four was the Berks Suburban System with the municipality of Reading and NYU. The research project amounts to about $1,300,000. They are researching the use of interactive cable with senior citizens. So I would ask in their behalf, what kind of subsequent continuing education program might come out of that for senior citizens?

Comment: This is a subject that I am crazy about. Eighteen per cent of Reading is over age 65. Of that 18 per cent, 75 per cent never went past the fourth grade. Picture a person of 75 talking to students that are 5. They are miles apart and yet they are together. One 75 year old is teaching those kids how to make the best pie dough that was ever made in the whole world....) We made so much noise that we should get an opportunity to work with older people who absolutely cannot adapt to modern technology, that we got this response:

"You mean to tell me you are going to take people 75 years old and teach them how to use a three-quarter inch cassette, and a TV camera, and a microphone?"

We did! We took three centers. Follow this: the idea is, how do you receive information? What do you do with it? Now - the people in Reading have newspaper, they have television, they have the spoken and the printed word.

We took a select group of senior citizens and solved the problem. The three centers are interactive; that is, everybody sees everybody and talks to everybody. We do this five days a week. All these programs are taking place simultaneously so you make a composite tape. The people that are involved in this are active. They are in each other's minds all the time. Why do we have them spread out? You cannot take these people and shove them into a bus or car or truck and take them all over, because they are in senior citizen high rise apartment structures.

We make a composite tape, put it on a coded channel, and send it into 200 test homes. What will the people do who interact with one another? What will they not do! You should hear what is coming out when they start discussing. For example, suppose you were at one place and you had not seen this person for 25 to 30 years and all of a sudden you say "Hey, Brian, what are you doing over there? I didn't know that you were around. I thought they kicked you off the edge of the earth long ago? So they are talking to one another.

What we are saying is that we are trying to prove that there isn't a way to stop people's lives. You cannot let these talking people pass from this earth without passing on what they know. We want to get that on videotape.

Bob is saying here that the $1,300,000 is going to give us good research. It also gives us a system, and we are going to take that system, and we are going to drive the whole network into it. Incidentally, this is only in the city of Reading. We are going to let people communicate and they are going to be thirsty for one another's knowledge.

My chief engineer's father is 72 years old, a retired engineer from the power company. His name is Carl. One day we had a bunch of scouts in working on a project in electronics.

So I said, "Carl, come back to the studio, I would like for you to talk with these teenagers."

Bang. Half an hour later he came out and said that he had to go home.

I asked, "What's the matter?"

"I have to go home and get the textbooks out. These kids are sharp."

Here is a guy who is 72 relating to kids who are in their teens. Now what is a kid? Are they 92 years or are they two years old? We have kindergarten kids producing live television and punching out a button when the second hand comes up at 8:00. Bingo they go into 34,000 homes. Come on. Let's communicate. Shoot me another question.

Question: You can talk about grants, all those extra projects, but day-to-day operation in continuing education? It is nice to have a grant, but you know as well as I do that grants have a tendency to be far away, at the end of a year or whatever the period is.

We can call each one of the services continuing education. How much and where are you getting all this money stipulated for "continuing ed." One million dollars to the continuing education program! Do you handle it like you do your pocket expenses or what? Nothing comes free.

Answer: If I understand your question correctly, a grant is only for the specific purpose of providing seed money. It is inteded that after the grant is complete, there will be a pick-up by local to either continue the program or douse it. All we are doing is taking available material. It is my understanding that in the educational family, the big word is share. I am saying again that there is no problem with money. The problem is with the people.

Question: What if you are starting in a small community, for example, Corry, Pennsylvania, where you are not talking about a whole system? Where you are talking about one little channel that right now operates on three by five cards? No video tape equipment?

Answer: Did you ever stop to think that the fact that you can put a three by five card on a cable system means that you have a ready-made studio. All you have to do is turn the television camera around to a person in that room and you have the beginning of a dynamite way to communite. You don't have to use that three by five message wheel.

You have the beginning of a communication network. Keep in mind that the cable operation in fighting very hard to work his business in the best ways he knows. He does not realize you have a need. The Pennsylvania state association for cable systems wants to show operators what can be done, how it can be done, why it should be done, and who should be involved.

The thing you must do is to get people comfortable with technology. Never mind the big, fancy words. Get people to do the things they are good at - English teachers, drama coaches, math teachers - get them involved.

We've had anybody on the cable system. The American Nazi Party - the Ku Klux Klan - they had never seen themselves before. Their activities on video made a tremendous program for all social science classes. Kindergarten kids thought they were funny; college students in political science classes thought it was interesting; the Ku Klux Klan never came back. They had the audacity not to be nasty when they did that. They did it themselves. Not me. They did.

Do I think controversial groups should be on cable? Yes. Do they say nasty things? Sure, they say a lot of things. Do they make me nervous? Not me. Tell it the way it is. You have no right to judge what goes on cable. Somebody may want the programing that others don't. It may serve a purpose.

(Carl): I think there are certain procedures to follow. First, what is the rationale for doing a continuing education program. At Kutztown, we identified a rationale, some major objectives to be implemented, and then went into the implementation in terms of the best software to meet the program objectives. This involves surveying the community to determine local needs. Then we look at options for necessary hardware.

Next we look at personnel from different segments - community people, cable managers, educational people. Working out the intricacies will depend on personalities and existing politics.

Comment: There may be alternate program choices, but it is important to make some programs self-supporting.

Comment: So much is trial and error. You select your speed, your dollars, the people you want to work with - and then people come back and say, - OK, but your system is unique. There is nothing unique about our system. There is a problem and everyone sits down and finds a way to resolve it. There is resistance to "outsiders" making contribution to the resolution. Rules and regulations often get in the way. You know how Americans operate. We don't operate with rules.

Do you read directions when you open a package? Usually you go as far as you can, and when that fails, you read the directions.

Question: Do you use any discretion in presenting programs - either with presenters or viewers?

Comment: I don't know what I would do. The only thing I require for a program is that it not be spontaneous - it has to be pre-recorded and it has to be advertised. Cable is announced in the Sunday paper classifieds.

Comment: I've come close to some touchy situations on programing. Last year I was teaching research techniques. A sociology student told me he would like to do a research study on behaviors in a Topless Bar. My evaluation system triggered all kinds of problems. I hedged. How could I get out of this one? I started asking questions. Finally, "Well, why don't you - can you check to see if the establishment owner would permit the taping so you cannot be accused of invasion of privacy?" The student returned the next day and said he couldn't get the appropriate permissions.

You may consider this a cop-out method. But, I will face up to the fact that I have certain values and there are certain places where I will draw the line. Criticize me, if you will, but I will not compromise my values. I represent, in turn, myself, the college, its president, and the Commonwealth. I will no doubt draw a finer line and sooner than will Earl.

Comment: Many critical situations have come up in the city of Reading. I have faith in people that, when they see themselves perform and they must judge whether or not to run it on the cable system, they will use good judgment.

COLLOQUY ON BASIC EDUCATION NEEDS OF ADULTS WITH DISABILITIES

Linda Gruber
Administrative Assistant
Lancaster-Lebanon Intermediate Unit 13

I'm going to give you a very brief overview of what we do with handicapped adults. Our program is broader than that dealing with learning disability. We use an interagency approach by working with almost every agency dealing with handicapped people in Lancaster and Lebanon counties.

We have four main programs for handicapped people. The first is Special Education for people who are mentally retarded; the second, for emotionally distrurbed adults; third, communication for the deaf; and the fourth is a radio program called Open Windows for the Blind. In addition, we have a fifth and very vital component operated through AVEC, or the Adult Vocational Evaluation Center. I'll explain these five programs briefly.

Our Special Education classes are working only with those handicapped adults who have potential for further learning and who can use that learning either to advance themselves on a job or to live self-sufficiently. Most of these adults are from institutions, for as you may know, our state hospitals and institutions are closing. Therefore, many people your communities formerly would have sent to a state hospital for evaluation work are being kept in the community.

In Lancaster County, participants in the Special Education are placed in privately run group homes. One psychologist teacher is in charge of the entire program. He goes into the group homes, assesses needs of the people, and prescribes a course to be taught by teacher aides. Teacher aides go in two nights a week for two- or three-hour sessions and teach retarded adults right in the group home. Home sponsors, or home parents, if you will, often sit in on the classes and during the week reinforce what has been taught.

Our main goal, as I said, in this particular program is to teach retarded adults to be self-sufficient. These are survival skills we teach. Last year we had 150 adults from the group homes. For those who can learn more, we have additional programs.

In the second program, which is for mentally disturbed or emotionally disturbed people, we work with Lancaster Guidance Clinic, Options - an outpatient day care center for emotionally disturbed people - and St. Joseph's Hospital psychiatric ward and their day care center. In this program, teachers work with people from the Preprimer level up through GED. Many of these people, we discover, have tremendous learning handicaps derived from emotional disturbances. They are in a transitory period in these classes, and as they improve through their psychological program, it is our goal to put them in a regular class, be it ABE, GED, or other classes in the community for which they are ready.

Our third program, The Communication for the Deaf Program, started two or three years ago as a result of a student in a GED class. This woman, Pauline Johnson, is a mother of four children. In addition to working in a chicken factory at night plucking chickens, enrolled on her own in one of our ABE classes because she wanted to learn to read. She wanted to read well enough to pass her GED so she could go to college in order to teach other deaf people.

Pauline knew what we now know - that most of our deaf students graduate from Special Education at a fourth grade reading level. She achieved this level, but then continued through the GED program. She is now at Millersville on an Industrial Scholarship obtained for her by IU 13. We are very proud of her, and she is very pleased with what she is doing.

As a result of this, we set up a communication system that teaches reading through typing. It works very well, except that we discovered that at the end of the year we generally have retained 80 per cent enrollment with only 20 per cent in the typing part. Now we are simply trying to work our deaf people into our regular reading classes.

Our fourth program is for the blind - a radio program. It is sponsored through the Open Windows Program at the Blind Association. This three-year-old program is geared mainly to adults blinded in later years, either through accident or through illness. A blind person who has been blind all his life usually has learned to compensate, but persons who have become blind as adults need very special skills and training.

We use the APL (Adult Performance Level) approach in teaching basic living skills geared to this age group. Since the show is live, listeners can call in and react. In fact, we average 75 calls each broadcast. These shows have been the most popular that have gone out of the radio station.

Our final program is called AVEC. AVEC is the Adult Vocational Evaluation Center where we sent people to take a series of standardized tests for handicapped people. We used the JEVS Work Evaluation System. It was developed at the end of World War II by the Jewish Employment and Vocational Service for Jewish people who had been in concentration camps and who consequently had experienced every kind of physical and emotional handicap. Whereas we do use the Singer Graflex in connection with it, the JEVS is perhaps the most effective thing for handicapped epople that we have found. It is a series of 28 standardized tests. As clients are taking these tests, you observe for all kinds of working things. The tests are then interpreted, and the candidates are matched up with jobs that are availble, or are referred to a directory of jobs. We have been able to match people fairly well, and our placement has been highly successful using it.

Question: Do you not go from the JEVS system to the Singer Graflex depending on the level?

Answer: No. We much prefer the JEVS, although we use both, as I said. The Singer is a hands on activity and useful a person thinks he might like to do something specific. We really use the Singer when someone comes in wanting to be, say, a television repair person. After the JEVS shows an absolutely negative report - that no way could this person do TV repair work, for they have no aptitude, no skills, no anything - but, at the end of our counseling, they still say they want to be a TV repair person, then we send them over and put them on the Singer. Quite often the hands-on experience proves that, indeed, they could not do this work. We use it to supplement, but we feel the JEVS is more effective for most purposes.

* * * *

Tom Scully
Executive Director, Adult Division
Gertrude Barber Center, Erie, Pa.

My remarks are going to be brief for a number of reasons. First of all, the first phase of our pilot program doesn't begin until this coming Monday. Secondly, much of what I might relate to you already was summarized by Fred Krause, and certainly in Connie Hughes' remarks on her program at Elwyn. In fact, it sounds as though our program in the western part of the state is going to parallel Elwyn's program in many respects. Another reason for my brevity is that the hour is late, and you have been very patient. I will be available for questions or to meet with you after the program is concluded.

I will start by saying that our agency, the Gertrude Barber Center, is a private, nonprofit agency in Erie County. We have three divisions: the Adult Division, of which I am the director; a residential program which just split off from the adult program about a year and a half ago; and the Children and Youth Division. We currently have about 275 persons within the Adult Division. A large majority of them have a primary diagnosis of mental retardation. We also have 45-50 adults in our satellite centers which are dispersed throughout Erie County.

One of the problems in the Adult Division over the years is that we have so many individuals with very limited or absolutely no public school experience. This has been brought to our attention particularly with the deinstitutionalization movement. Since March, 1972, we have taken over 100 adults from overcrowded state institutions into our program. Some of these people have been trained, rehabilitated, and, in some cases, placed in competitve employment or our sheltered workshops. Some of these same individuals have been placed in varied types of living arrangements. They range from a very, very supervised type of living situation to independent living in an apartment. But as has been expressed, particularly by Fred Krause, we continue to see individuals living in the community who really do not have the functional living skills. This is one of the primary problems to which we are going to devote ourselves in our pilot program.

The program is going to be in two phases. As I mentioned, the first phase will begin this Monday, March 1. In the first four-month period, we are going to establish a lot of the basics which can apply to any program; that is, the selection of the facility, recruitment of staff, reviewing and interviewing of potential clients, and general compilation of all background information necessary to start a program. The actual program, or the second phase, will begin about July 1, 1976, and will run for approximately one year.

One of the things we are building into our program is flexibility. Some of the concerns that were expressed by the speakers - transportation, working with the parents, individuals having other commitments, etc., are well known to all of us in working with the adult population. We anticipate conducting the classes in late afternoon or early evening, but if necessary, on the weekend.

Further flexibility is provided by the diversity of our services. Of the 42 mental retardation agencies in Pennsylvania, ours is the only one designated as a base service unit for mentally retarded individuals. This means that our agency is responsible for providing, transplanting, or procuring all services for all mentally retarded in our given county. Erie County has a population of about 250,000 people, so it is a rather large responsibility.

In this effort, we work with a large number of organizations. For example, Gerald Wiseman mentioned the community living arrangement and the family resource programs. Those programs are under the direction of our agency and give us some leads for contacting a large number of handicapped and particularly mentally retarded citizens. Many of the clients who come into our program are sponsored initially by the Pennsylvania Bureau of Vocational Rehabilitation or by the Pennsylvania Bureau of the Physically Handicapped. A large number of the clients are sponsored initially or are co-sponsored by our County Mental Health Retardation Program.

To review a bit, we hope to get a pretty good cross section of people participating in the program and then to develop an appropriate curriculum. We see the program being conducted in a very small classroom situation or on an individual basis. We also feel it is very important to integrate this program with our other services. We will have our present staff of about 60 full-time staff workers and consultants available to work on a consulting basis as a natural follow through to our day program and to our evening program.

A further objective of our program may be demonstrated by referring to an adult basic education program in Erie City conducted by the Erie Public School District a number of years ago. When we first started returning adults from the institution, we referred some of them to the Adult Basic Education Program on a experimental basis. We discovered at that time that these people do not have the basic skills to get into adult basic education program. Therefore, we want to work with some of the individuals that have had little or no educational background and, hopefully, to get them to the point where some of them can be worked into the regular adult basic education program of the Erie School District.

Another objective we have outlined is to compile some data, some manual curriculum, which would then be available to school districts or to private agencies.

Still another objective is to evaluate all of clients when they come into the program and at the conclusion of the program. This is one of the things that is being worked on right now. We are not quite sure what type of evaluation instrument or instruments that we are going to use. We may end up designing an instrument.

The other goal or objective related to something Fred Krause mentioned this morning. One of the primary emphases in our day adult program is on employment. We have placed a number of our retarded adults in jobs. We are aware that a large number of our placements are underemployed. We would hope that this program would give some of our adults additional skills which would enable them to apply for higher level jobs with higher wages.

As I mentioned, the key to our program is flexibility. We anticipate using certified special education teachers and some college students at the senior grade level who will work with our staff as aides. We also shall have a part-time counselor in the program to work with clients, with parents, and with other agencies as necessary.

At this point, we are very optimistic about the program. We have been aware of its need for many years. I only hope that next year at this conference we will be able to present you with some valuable and positive data on the success of our program which then can be incorporated into other currently existing programs or new ones to be developed in the Commonwealth. Are there any questions I can answer?

Question: What are your main sources of funding?

Answer: The pilot program is going to be through a special grant, I believe, under Section 309 funds.

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Connie Hughes
Assistant Director
Elwyn-West Philadelphia Rehabilitation Center

I would like to thank Gordon Jones for inviting me here today to talk about the project our agency is running. The title is: Curriculum Development in Teaching Techniques for Education of Disadvantaged and Disabled Adults in the Inner City.

I would like to be showing slides or utilizing some other types of media - I know every good teacher should be doing that. But we have not started our project, and we are still in the planning stages. Maybe next year we will have more information.

Briefly, our main objectives in this particular project are to develop a curriculum, which is of high interest to the target population, and guidelines for effective teacher-training programs. In order to obtain reliable data toward realizing these two objectives, we are going to set up a small pilot adult education program for disadvantaged and the disabled adults living in West Philadelphia.

In establishing our client population, we are going to give priority to people who are in vocational training programs and are showing very good job potential, but who have a very low level of academic functioning. Many studies have shown the potential importance of skills other than actual work-related skills. The observations of our staff, as corroborated by the Elwyn studies, are that lots of people can learn skills. But, it is when they get out into the situation and into the community that personal, social and community problems arise. At that time, these people often have neither the knowledge nor the skills to deal with the problem.

This program, a satellite of the program started in 1971 at the Elwyn Institute with 17 clients, is going to operate from the West Philadelphia Rehabilitation Center. We are now servicing approximately 500 clients in West Philadelphia. We provide continuing services in a community that has a very high unemployment rate and consequently great instances of poverty. Many of the residents are functioning at rather low academic achievement levels (57 per cent of the people have not graduated from high school), so that a lot of the very basic skills are not there. We have established relationships with the community and are known to the community. We feel that this kind of program is a really logical outgrowth of our program.

It is important to note that although we have worked primarily with mentally retarded clients, we also have physically disabled clients and learning disabled clients. This is the first time we are going to really concentrate on this other part of the population.

The initial phase of the project will be devoted to client selection. We are encouraging other educational and vocational agencies in Philadelphia to become aware of this program and to refer people to us. We would like to have a representative sample. After the selection, we are going to administer a basic evaluation of social and personal adjustment skills as well as of educational skills.

The actual educational aspect of the program involves classroom sessions of about 10-15 students. We are going to hold these at a time that will be convenient to the population; that is, during the late afternoon and early evening. We want to keep the class size small, but not so small that we could not duplicate this kind of program in another setting, agency, or institution. We plan to supplement the classroom sessions with individual tutoring, and we hope that some of the things we learn in tutoring will be integrated back into the classroom.

As I mentioned before, the development of a curriculum is really one of the major objectives. At this time, we plan to concentrate in five areas: basic academic skills, personal social development, community skills, personal family health, and job-ready skills. We plan to use criterion referenced tests for evaluation, workshops, and poor learning and prescriptive teaching techniques.

In the actual operation of the program, we feel that we are at an advantage because of what we do and where we are already. There are many adults that come to the center, most of whom are handicapped. They come there to work and to receive rehabilitation services and additional training. Some real life situations in which to practice job-related skills and personal and social adjustment skills are readily available to them. We also hope to take advantage of the extensive urban community resources in our area.

The second major objective that I alluded to previously is our teacher-training program. This will be designed to sensitize teachers to the needs of the client population and to their learning characteristics. Some of the technological aids to be used are program learning, closed circuit TV, and sophisticated audio visual methods.

Yet I feel to maintain a really humane environment in our educational system, we need people with a firm sense of direction and commitment to human values. Because of this, there is a real need to provide in-service training to teachers - training that would inform them of the new techniques, but that would also give them an understanding of the clients to be served.

The training of teachers might include group processes and techniques to elicit the maximum participation of the students. Whatever the specific training, after the completion of this phase of the project, two training manuals will be developed as products. The first will be the Adult Education Curriculum to be organized in the five target areas mentioned previously. The second manual will be devoted to the Administration of Teacher Training and Teacher Supervision. We are going to be describing the methods we used, and we also are going to try to give relevant data as to the constitution of the population - psychological, sociological, and learning problems. We also hope to include in the second manual procedures for implementing this kind of program within a similar kind of agency.

This has been a very brief overview. Do you have any comments or questions?

Question: Who are the teachers in this program?

Answer: We have not chosen all our staff. Our project director has worked in inner city atmosphere for about 15 years. We are going to choose some teachers right out of college and try to deal with what they bring to the situation and with what they may need to learn.

Question: Is there any screening done with individuals coming into your program? Are you setting up some kind of psychological profile to identify some of the potential learning?

Answer: Yes. We already have a very comprehensive evaluation that lasts about four weeks. We do a complete workup, educational and psychological. We put them through vocational evaluations using the JEVS batteries. I don't imagine that we will spend that long in evaluation for this new program.

I might mention to you - any of you who are interested in JEVS - that they are putting out a new battery specifically directed to the mentally retarded. They are working on it this year, and I imagine that it will be coming out in a year or so. I cannot remember the person's name who is working on it. I have met her. I think if you will write to the main office in Philadelphia, they would give you this information.

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Francis Crawford
Home Teaching Specialist
Bureau for the Visually Handicapped
Pennsylvania Department of Welfare

The Home Teaching Program of the Office of the Visually Handicapped provides instruction to legally blind adults toward becoming self-sufficient in daily living activities and self-supporting in suitable employment. Most of this instruction is provided on an individualized basis, although we are beginning to instruct also in small groups. This instruction is offered primarily in the home, since many of the people we see are newly blinded and consequently still immobile. However, we also have worked in community centers and in learning centers if a person who is legally blind or visually impaired needs our help.

We teach a variety of skills including social living skills, homemaking and home management, communications, orientation in safety, and leisure time activities. We particularly emphasize those skills concerned with survival as a visually impaired or blind person.

We have noticed during the past few years that the number of multiple-handicapped persons referred to our teachers is increasing rapidly. And, whereas our teachers are specialists in teaching the blind, we realized that we did not know much about working with multiple-handicapped people. We had estimated that from 30 per cent to 40 per cent of the people we saw were multiple-handicapped, but it turned out to be higher than that.

We went to Adult Education and asked for help. We asked for an in-service training program to enable our teachers to provide more effective instruction to multiple-handicapped people. We had to limit ourselves, because our proposed program was only a three-day project on social living and communication skills. We wanted the emphasis to be on specific methods and techniques, on the "how-to-do-it" kind of thing.

We had three objectives for the program. The first was to help our people become aware of and receive some training (partially as a review) in the principles of adult teaching and learning. The second objective was to promote an understanding of physically handicapping conditions affecting the teaching/learning situation. The third objective was to explore specific methods, techniques, and devices which have been used successfully in the instruction of multiple-handicapped adults. I might mention that the category of multiple-handicapped does not include the mentally ill, mentally retarded, or sensory handicapped. We have limited the term to those who are physically handicapped in addition to being visually impaired.

To staff our project, we asked Penn State for an adult educator, and turned to Harmarville Rehabilitation Center in Pittsburgh for the balance of our staff for the physically handicapped. Also on our staff from Harmarville was the head occupational therapist, a rehabilitation home economist whom we felt was vital for us to have. Further, we were able to get the services of Dr. Rex Newton, a top-notch physiologist, and in case you don't know, that is a doctor of physical medicine. He had worked with us before, and he knew just about what we wanted to know. For about five hours, we sat with our mouths open while he told us about twelve major physical handicaps and how we could work with them. We also recruited someone from the Society of Crippled Children who helped us with locating community resources in each county. These 25 participants comprised our total teaching and supervisory staff for all of Pennsylvania.

We used the facilities of the Pennsylvania School for the Blind, ideal for us due to ample classroom space and a Home Economics laboratory. Thus the three-day project could be truly a workshop kind of project. We were able to incorporate principles of teaching adults, discussions, and case studies with role plays, demonstrations, and practice sessions. For example, on the last day and a half with the home economist and the occupational therapist, we had wheelchairs, walkers and all different devices for people to work with. We considered, how do you make a sandwich with one hand? How do you make a bed from a wheelchair? How do you vacuum from a wheelchair? How does a heart patient do things? It was very constructive. Our evaluations for the project were terrific.

For the last ten months, we have been in an ongoing evaluation and I must tell you a few facts we learned. Of our 17 teachers and 551 students, 283, or 51 per cent, were multiple-handicapped. One out of four of the 283, or 26 per cent, had two or more major handicaps in addition to blindness - primarily diabetes (43 per cent), with cardiac second, arthritis third, hypertension fourth, stroke fifth, and on down the line of the sixteen to eighteen handicaps we have seen in addition to blindness. Sixty-three per cent of those people were 55 years or older. This means that by far the larger per cent of the multiple-handicapped people we teach are older people, in contrast to perhaps 40 per cent to 45 per cent of our total teaching population.

We are finding out that it takes a longer time to teach multiple-handicapped people than it does to teach the average person. I think the reason for this is that fewer of the multiple-handicapped people are homemakers with responsibility for families than on the average, and therefore more of our hours must go into homemaking and other necessities.

About 76 per cent of the multiple-handicapped people we have taught in the last ten months completed their courses of instruction. This is a smaller per cent than the number of our total population. The reason for this is that handicaps or prolonged illnesses do interfere.

We really have been delighted with the project. We feel it has been a terrific help to us, and that much has been gained from it.

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Gerald Wiseman, Principal
Evening School for Exceptional Adults
Philadelphia School District

The longer I had to wait, the more I felt like the first grader who was preparing for his first play. He only had one line. It was, "Be not afraid; it is only I." Well, the night came on for his performance and he looked at the audience - just as I am looking at you, and you are a good audience! Well, that youngster looked and looked and became more and more frightened and nervous until his moment arrived and he said, "Don't be scared; there ain't nobody up here but me."

What I want to talk about is important; but first I need to get some data from you. How many people here are involved in Adult Education for the handicapped or the retarded? All right. I still have a chance then. How many people here have the responsibility or the power to establish such a program? OK.

Gordon gave me 15 minutes. Well, we are not going to take 15 minutes. But we are going to cover what we think is very important. We would hope that, when we are finished, a feeling will pervade here similar to what was felt in a small group of clergymen.

These clergymen were at a convention, and they became very friendly with each other. In fact, in one of the small encounter groups they had, they actually became very personal. They began talking about weaknesses. First one acknowledged that he liked to look at the pretty girls going by. He said that was his weakness. The second one acknowledged that his congregation gets on his nerves, and he has to fortify himself with that sniff of gin before he meets them in service on Sunday. Well, the third one was seen tiptoeing out of the room, and the other two asked him where he was going. He replied that his weakness was gossip, and he could hardly wait to go out and tell what he just learned from the other two.

I am not going to tell you who told me that story, but I would hope that on the basis of what was said here during the entire conference you can hardly wait to get home to begin putting into operation some of the things you have learned here.

The fact is that, whereas Pennsylvania was the first to actualize the right to education, there are many adults in all communities who have been shortchanged in their education. They have been denied it, or they did not make use of it when they had the chance. They were not motivated; they were not developed mentally for it, nor ready for it. But, as adults they are ready for an education. They do want it, and they do need it. In fact, they overcome some very definite obstacles to come out and get it.

We are talking about a segment of population existing in all communities. We are alluding particularly to adults who need help in their adaptive behavior. They have been burdened with all types of labels that mainly emphasize their limitations - what they cannot do. These labels comprise a myth of about 3 per cent of the total population. We do not care what you call "exceptional adults." We are saying that the labels such as that of the "mentally retarded," as based on IQ, are inappropriate. In actuality, such labels are based on assumptions derived from an individual's conflict or visibility within the community. Adults with any combination of "disabilities" still should have an opportunity for schooling. Again, our experience suggests that they want it, they are well motivated and they need it.

Adult programs such as ours focus really on three aspects. One is independent functioning, which is tied functionally to cultural expectations, age expectations, self-concept and role identification with their peers. In effect, it defines what the individual can do.

A second aspect is personal responsibility. This includes motivation, values, the trust in him by others, and in general, decision-making in following either routine or special demands. In effect, it defines what the individual will do.

The third aspect is social responsibilities, which are really an outgrowth of personal responsibilities based on community demands.

Our program would have these objectives in common with the rest of the potential developed to its capacity. Let's not measure society by how we treat our heroes, but by how we treat and what we do for those who are different.

The exceptional adult can remain within his or her own home and community, but he or she needs help in becoming less dependent, especially on parents and other adults. This can be accomplished through extensive training. The program should promote understanding of the exceptional adult and should offer opportunities of independence to prevent further deterioration of the personality of the exceptional adult.

Our students look forward eagerly to coming to our program because of the connection for them with other people and with possibilities for acceptance in society. The world of the mentally retarded, the exceptional adult, can be both very confusing and very lonely. It can be confusing because of the lack of understanding and experiences (these are mutually inclusive - we cannot have one without the other) and lonely because many interchanges that we take for granted are denied or have not happened to these people. For example, having the telephone ring, and ringing for you, or being able to use the telephone at all. Just being able to make use of that very common instrument, and having somebody to call. Or how about having a party of your own, a birthday party with your own friends, and not just one where it is your parents and your aunts and uncles.

Our school for exceptional adults is in its eleventh year. Originally it was called the School for Retarded Adults. We needed that handle "retarded adults" - initially as a referral base, but now it is mainly known as the Wednesday Night School - that is what people relate with. We started in 1965 with five classes and 95 students. We had 20 sessions and each class was an hour and a half. We use a high school building - a high school for girls. We are really at a transportation terminus - the subway and several different buses pass by the school.

The program has as its broad objectives social development, personal and family adjustment, work preparation, recreation, training, and other areas of relief for parents. We have academic classes, activity classes, and subject classes. We have 13 teachers, 30 sessions, and there are three one-hour classes each evening. We have 536 registrants. We are not playing the numbers game, but we have seen that the school has grown in recent times.

We have seen students still coming from their own homes, students coming from group homes, and students coming from private living arrangements. We have a new group of students who were classified in the public schools as mildly retarded. They did not make use of schools. They are in their mid-twenties now, and they have their own families and are in jobs. They want to learn, and they are coming to our school.

Part of my being here is to offer some kind of information from our experiences as to what can be done in your own community. It is possible to "do-it-yourself." Some of the resources that you must have beyond your own school resources and in addition to your retarded citizen groups are local associations for retarded children. The Department of Public Welfare has a Community Living Program, whether it is called deinstitutionalism, as we heard today, or normalization, which really is breaking down the stranglehold on and the overcrowding of the state schools and hospitals. That is the way clients and residents from those school institutions are back into the local community. The Department of Public Welfare also has a Family Resource Services Program which provides some help for the family with a retarded person. They are not going to do your program for you, but they are resources that you could begin to tap to see what you ought to be doing back home.

Funding is always a problem. The Federal Government has seed money for the Community School Education Act. The Community Health and Retardation Centers would be able to provide some help, either on referral or in terms of transportation and so on.

Transportation is a problem. Many of our students cannot come here by themselves. We have been able to get some help through the Base Service Units of the Mental Health Centers because they do have vans. They do have transportation for their day program. We have been able, in some instances, to have them make this transportation available for our evening school program.

Identification of students also would be a concern for you. There is resistance on the part of some families to become involved, and it is much easier to keep a son or daughter tuned into the TV at home than to have them come out in the evening.

Another problem would be the relevancy of the program. This year we have developed themes. Our first theme this year was good health. Each class spent some time beyond their routine subject matter to focus on good health practices. Out of that came an exhibition by some of the gym classes on exercises that anybody could do at home. We had dental students come in to each of the classes to talk about dental health. We weren't successful, however, in having a local hospital provide us with the opportunity of sending small groups of our students over to let them go through the admission procedures.

Well, in conclusion we have been talking about an evening school program in its eleventh year through the public schools to serve the city of Philadelphia. We have 17 different classes one night a week for thirty weeks during the school year.

Now I will entertain any questions that you may have.

Question: Do you do any kind of family counseling or referrals?

Answer: We have a parent discussion group. That is one of the five classes, and is one of our original classes. There is some counseling within that framework, depending on the leader. When the class first was organized, we had a trained social worker who had experience in a sheltered workshop. Basically that was a counseling group. But there is a high resistance on the part of parents of retarded adults for that kind of activity, so that at times the program has been more straight information giving and more didactic when dealing with the concerns that parents do have.

We invited people from social security, and recently we had a lawyer come in to talk about making a will. So at the present time, it all depends on the leadership of a group. I, myself, would like to involve the brothers and sisters of the retarded adult. But that also has met with resistance on the part of the parents.

Question: Do any of the students from the special education classes in public school get into your program for further extension?

Answer: Yes. That is what I meant by those students who are now in their early twenties. We also get some who enroll as soon as they drop out of public school. There are no villains or heroes, but in a sense these students now really want something that they thought was missing from their day school experience.

Question: I think the law states that the public schools have to educate the exceptional students until 21 years of age. Do the public school systems refer the older students to your program?

Answer: No. We are not really a syphon-off for the public school program to relieve them of their responsibilities. To my knowledgable experience, we are adult education, and if the student feels that he needs more education or has not gotten sufficient from the day school full-time program, then he addresses that question to those people and not to us.

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Guy McCombs
Director of Special Programs
Edinboro State College, Edinboro, PA

About three years ago, Edinboro started thinking about what its mission as an institution should be. We decided one mission is to service or prepare people for the health-related fields. In the process, Edinboro State College considered building some kind of center that would be the grandiose thing and would resolve all the problems of the cerebral palsy victim as related to the institution.

About this same time, Governor Shapp said that West Chester and Cheyney institutions in the East and Edinboro in the West would be the wheelchair campuses for the state of Pennsylvania. Through the help of the Edinboro Foundation, The United Cerebral Palsy, and the Bureau of Vocational Rehabilitation, this became a reality. Seven students initially started matriculating at Edinboro State College. That number grew to 16 in the Fall and 22 in the next Spring. We are now at a number of 42 physically disabled human beings matriculating at Edinboro State College, 37 of whom are wheelchair bound.

Now hoping never to make this kind of institutional setting, we continue to review our philosophies. One of our philosophies is that there should be a total balance of enrichment and there should be all kinds of experiences provided. We often think that higher education is the answer, but it is not for everyone. Realistically, for one reason for another, everyone should not be going to college. There should be some occupational objectives other than through the way of higher education.

So we set about to effect a marriage between higher education and vocational education. It is not a commonplace union, but we hope we will work together more, because we have very many things in common. We started by putting together a pilot program with the Area County Vocational School which would involve handicapped individuals in some phase of vocational education.

In the beginning, we took college students, and they had a split kind of load in going to college at nighttime and also to the Adult Education classes. After a while we found that some of our kids possibly would not survive both college and what we were doing as an institution. Were we not perpetuating something that has happened many times by getting people involved and really having no end product for them? Since we are very strong in having conscience, we felt very strongly about doing something in this direction and about promoting something for them that could have realistic objectives. I think that as an institution that is basically what we are about. Now we have full-time students.

The first area of instruction was in business. We had four individuals in the first class who took typing courses, primarily because it was all new to us and we had to get our feet wet to see what it was all about in dealing with handicapped people in this kind of school situation. Since then, we have serviced a total of nine students. We have five students now, and we are dealing with all of the curriculum areas of the Area Vocational-Technical School and with all different kinds of disabilities.

One of the things we provide is transportation. This comes off of our shelf at the college because we have a van service for college students. We also supply the aids that a person on a wheelchair or a person with a severe speech problem might need in a school situation.

We've established a summer precollege program for the blind. It was called the Blind Mobility program. There were other things happening in the program, such as APL, and an intricate piece called "Strategy" which encompasses real kinds of survival skills necessary to those with or without handicaps in college.

I feel the program with the vo-tech schools is a very productive program. I think it has been fantastic in many ways because we have learned so much from it. Of course, it was a lot easier when Edinboro was sponsoring 42 kids who came to the college, than when one has to recruit students for the vocational program as we really have to do in many ways. For we find that there is a sort of apathy toward going into vocational education. And then there are the potential problems of people not being able to manage because of extreme disabilities.

This is what a pilot project is all about - to explore what we need to do in vocational education to make all areas of vocational-technical schools adaptable to handling people with disabilities. The program does not compete with Johnstown; that is adult education.

I think we have already done the most promising thing that a program of this sort could do after only one year of operation. We have placed an individual, and ironically enough, if it is irony, this person is probably the most severely handicapped person we have had in the program - wheelchair bound from cerebral palsy, some speech difficulty, and problems in control of limbs. At present he is still matriculating at the vo-tech school taking keypunch, and he is also on the job at a half-time position. At this point, we are about to place another person in the same kind of position.

To me, those are the kinds of things that show the possibilities of a program. You know a program works when you place someone and you have done a service to them, and they can perform a service for themselves and feel productive.

Before I condensed this talk, I had a long spiel which would have told you all the benefits of what having a job means to all of us, because the second thing society asks, after our name, is what do we do. In fact, sometimes people tend to believe that what you do is more you than what you are. Having a job is, of course, of equal importance to the handicapped persons, but I didn't go through that because I feel you all know that. But I would state, that is what this particular program is about - trying to actualize those specific kinds of needs of the handicapped.

Now I will entertain questions, please.

Question: Did I understand you to say that you have a free collegiate summer program for those who are visually handicapped?

Answer: I didn't say "free," but in a sense it is, because it is paid for by OVH.

Question: What is OVH?

Answer: OVH - Office of the Visually Handicapped. We have changed from BVH, that is "Bureau," to "Office."

Question: For your vocational program, do you have an evaluation in a graph or something similar to that to get to the vocational skill you are going to teach? In other words, you take the handicapped student into the vo-tech program. How do you evaluate what program you are going to involve them in, as far as the skills are concerned?

Answer: That is one of the great things about being at the ground level. All of that kind of thing is at the point of development. Actually, we only had a half year of activity last year, so we are really still in our first year.

What kind of value or instrument do you use for evaluation? One of the things I did not speak to that needs to be done is to train the staff in working with the handicapped and in learning how to evaluate their skills. You start to get all kinds of disabilities - ambulatory, non-ambulatory, hearing impairment, visual impairment, and it is a whole new thing to the people who are teaching. We have not set up any criteria. I could tell you what the college's criteria are, but not for our new vocationally oriented program.

I have left some yellow brochures here. There is a piece in it about the vocational program, but mainly there is a form to tear out and send in for more answers, when questions arise. Also, we would love to have people come out and see us. I am sure there are a lot of things you could provide us with that we need to know.

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James Devorick
Training Director
Johnstown Rehabilitation Center

I am the Training Director in a unique situation that maybe none of you people are affected with in your particular areas. At the rehabilitation center in Johnstown, we have a facility that is only for handicapped people. I work with only the handicapped. I think all of us understand "handicap" as referring to physical disability. If you go back to the 1973 Rehabilitation Act, you will find that there have been many changes in the law classifying people as handicapped.

My biggest problem at the rehabilitation center is that the people can't read. This problem occurs regardless of whether it is a physical or mental disability. In fact, of the 546 resident clients and about 100 commuters, better than 80 per cent read on less than a second grade level when they first come to the center. So we find that reading is one of the major problems we have to address before we can consider any other part of the program.

We have started a prevocational training program in the past year under the auspices of a BVR Special Grant for $397,000. We have been very fortunate. We have the JEVS system, the Singer Graflex, the Hoffman system, and many others. We found that we can't rely on the Singer or the JEVS or the Hoffman or on any one kind of system to solve all of the problems in trying to evaluate the specific needs of the person with various disabilities. Therefore, we have incorporated these systems into a unique evaluation technique in order to address ourselves to each of the individuals participating.

I talked with Gordon (Jones) on the phone before I came here. He said that one of the things he was concerned about is that we would address ourselves to questions. I think rather than my wasting a great deal of time trying to tell you what we are doing at the rehabilitation center, I should try to find out what you would like to know.

Incidentally, I'd like to invite everyone here to the center. We are the largest comprehensive rehabilitation center anywhere in the world. We have no architectural barriers for any handicapped people. We can address many different types of disabilities, be it blindness, deafness, or any other type of physical disability. In fact, one of the things we have built into our adult basic education program is what we call "deaf facilitators." A deaf facilitator is an evaluator/counselor/instructor combination which helps a deaf person go into a classroom and interpret what the instructor is trying to say as if in a normal training situation. The person already may have been evaluated for a particular occupational role or objective but still may need someone to help him along. We are using these counselor facilitators. We do feel there is a need for a special type of facilitator for different types of disabilities.

Are there any questions before I go on?

Question: Are you state or federally funded?

Answer: We are 90 per cent federally funded and 10 per cent state funded, but we are considered a state institution. We are covered almost entirely under the BVR.

Question: I want to ask you about the ages of your clients. Are there any upper or lower limits?

Answer: Under the new BVR law, there are no limits. The average age at Johnstown is 26 years of age, although our youngest resident client was 17 years of age, and we have had them up to 80 years of age. The oldest person we have at the present time in our educational program is 52.

Question: Do you take mentally disturbed or mentally retarded?

Answer: Yes, we do. The center was developed originally with the idea of being a center for the chronically physically disabled. That is the reason we have no architectural barriers. But since 1966, the complexion of the disability definition has changed so much that we now have about 50 per cent physically disabled and 50 per cent who are mentally retarded or low level psychiatrics.

Question: Do you accept residents from the Veterans Administration?

Answer: Yes, but they still have to qualify under the eligibility requirements of the BVR. We have many veterans in our program.

We offer 80 different courses and 30 different training programs at the center. We handle every type of major disability. We only have two blind clients at the present time, 25 deaf, and the rest fall into the other major disabilities. We do have a 64-bed hospital unit at the center, so we can provide maintenance care for those who are in need of that type of service. But we are predominately a center to prepare people to become vocationally independent.

Question: How long is the training period for most of your clients?

Answer: The training programs range from three months to two years. We have a wide range of training programs. We have associate degree programs, for example, in structural drafting. A person can go through a two-year program and come out with an associate degree. We are in the process right now of affiliating with the University of Pittsburgh to offer associate degrees in business education and also a degree program probably within the next 18 months for the regular bachelor degree in business administration.

Question: How is your program different from the vocational program of the Special Programs of Edinboro State College?

Answer: That program is a state college program. The clients that attend that program are sponsored by the institution that I serve. I am a part of the Bureau of Vocational Rehabilitation - the bureau. We only handle approximately 600 clients at one time at the center, as compared to the 130,000 clients that the bureau takes care of in a year.

One of the big things that most people in the state don't realize is that we receive about 30 per cent of the entire bureau budget for the center, and yet we only take care of a very small portion of the clientele. So what they are trying to do is to go into places like Edinboro, Millersville, and some of the other places throughout the state to break down the architectural barriers so that handicapped people are able to go into these various institutions that are available for training. The big problem right now for handicapped people is that there are so many architectural barriers. In our institution there are none. We were built with specific considerations.

I do think that we have to redefine our own concepts of what disability really means. With the various funding programs available, particularly under this new bill, The 1973 Rehabilitation Act, we can't keep using the word disability as referring only to people who are chronically physically disabled. Also, we can't concentrate on blindness or deafness or cerebral palsy or on any one of the 14 major disability groups that we have worked with for so many years. The person who is socially deprived or economically deprived or who hasn't received a high school education is disabled, and these are the individuals with whom we have to concern ourselves, whether in institutions or in open school districts. We all have to be concerned with what disabilities really are.

BANQUET ADDRESS

Dr. Frank S. Manchester
Commissioner of Basic Education
Pennsylvania Department of Education

I've had a number of experiences with the thing we call adult education over the period of my school life: first, in Flint, Michigan, where they have a very substantial community school program; then, in my position at Radnor where we began community education programs; and now, at the state level, where we are very much involved in the Office of Basic Education in a variety of ways in the area of adult education.

I think my first introduction to a substantial adult education program came in Flint, Michigan, when I was being interviewed for my job there. I was at the McKinley Junior High School and heard a lot of noise going on in the gym. I peeked through the window only to see, much to my surprise, about 150 Nuns, in their habits, roller-skating. Coming from a school district that did not allow anybody on the gym floor except to play basketball, and coming from a community where the parochial schools and the public schools had very little to say to one another, this was a startling and, I think, a refreshing and exciting experience. In fact, I found the whole five years at Flint refreshing and exciting, and I think the notion of the year-round school and the community use of school facilities have been a part of my makeup and a part of my feeling about school programs ever since.

Another experience with adult education, this time when I first went to Radnor, was when I was asked to speak at a Continuing Education program. At that time, continuing education helped dropout students or students who did not have a high school diploma to prepare for the GED test. At the outset, we were thinking the response would be mainly from recent dropouts. Much to our surprise, about two-thirds of the people who enrolled were the elderly people in the community who, for one reason or another, never had received their diploma. This particular occasion was a midyear graduation ceremony for 12 students. I sat down in the front of the auditorium. Six students came down one aisle and six came down the other aisle. The first one coming down on the lefthand side was an elderly grandmother dressed up with a corsage on her dress. Right behind her (this was 1970 when we first began to have students like this) was a student in barefeet who also had a flower pinned to his T-shirt. All during my speech he kind of wiggled his toes, smelled the flower, and was very distracting.

From that experience, I saw a different kind of education in which the old and young somehow came together and somehow were able to communicate. I think we haven't done enough of that in education; we haven't seen enough of that kind of interaction.

Another experience at Radnor was in becoming acquainted with what Radnor called the "Main Line School Night." This is an adult education program with a rather long history. Radnor, as you know, is a very outgoing community, and a great many of the fairly well-off people backed this particular kind of program thirty or forty years ago. They had a rather extensive catalog, and they offered courses in four of the high schools on the Main Line. Their catalog was very traditional, heavily weighted toward the academic, and it was rather surprising to go through the catalog a couple of years ago to find a course on bellydancing. My real surprise was when I came home and found out that one of the enrollees was the wife of the superintendent - namely, my wife!

My final experience with diversity of adult education concerns a visitation that I'm going to make later this month in trying to get acquainted with all of the various facets of the Office of Basic Education in the Department of Education. I'll be visiting the Graterford Prison to observe the adult education program there for which the Department is now responsible. I am hoping and trusting that there will not be any surprises connnected with that visit.

Tonight, I would like to talk to you a little bit about adult education, community education, and community learning. Since the Department has begun to discuss something called "community learning," there has been a good deal of confusion in terms of what it is we are after, and even just what it is we are talking about. Therefore, I thought that tonight I might spend a little bit of time on definition. I'd also like to talk to you a little bit about our plans and some of the progress we think we have made.

First, I think adult education obviously means educating only adults. When we talk about community educating or continuing education. we are talking about a program from the cradle to the grave - a program similar to the Flint program, in which school facilities and school leadership were put to the task of providing programs for citizens of all ages. When we talk about community learning, we are talking about a new way of looking at the K-12 programs and, by extension, the college programs of the Commonwealth.

In the area of community education, as many of you know, the Educational Development Center at Shippensburg has taken on the use of school facilities for the provision of educational, cultural, and recreational services for the entire community as a major responsibility. Several goals of a conference this afternoon with Mike Ciavarella, who is in charge of that center, are to provide him with more sports and to coordinate his efforts with those currently operational in the Department. We are hopeful that cooperative efforts put forth by Mike, the Department, and the Division of Adult Education which Ethel Matthews heads (a division which we are hoping to change in the next few months to the Division of Adult Education and Community Education) we can service school districts and help school districts to do more in the area of community education. We need to share, join, and integrate with the community institutions and the community resources; for, in fact, the schools cannot accomplish a community's goals by themselves.

I can remember those evenings in Flint, when three times a year people signed up for the adult education programs which were the major component in their community education, there were car lines backing up into center Flint and thousands of people lining up in the big community college gymnasium to sign up for courses. It was an exciting thing to see that many interested people. It was also exciting to see the breadth and variety of courses that were offered. Flint, as you may know, was funded heavily by Mr. Mott, a member of the original board of directors of General Motors, who had a great deal of money to spend on the out-of-school programs. So Flint had much going for it that other communities either have not had or do not have now.

When I moved to Radnor, we were in a little different kind of situation. There was not much money and there was not a history of using the schools for the larger community, so it was very difficult to get something started. My experience there, as well as my experience in Flint, makes me feel that programs like this can be started and operated with or without large amounts of money. In the Radnor experience, we utilized the rental fees from our buildings. Most school districts in the Commonwealth do rent their buildings for a rather substantial income.

We also utilized fees collected from holding special programs. For instance, we conducted a program of indoor tennis in the middle school gymnasium. We purchased an indoor tennis setup for $4800, sold memberships for approximately $20, and sold time at $3 or $4 an hour. These prices were substantially below those charged at the private facilities in the area. We have managed to realize a $3000 or $4000 profit on that program every year for the last three years. When I was out in Flint, the roller-skating programs in the gymnasiums, particularly in some of the elementary schools, used to make a substantial amount of money from fees in fairly poor communities.

I think that there are all kinds of things you can do to get facilities used and communities involved in school programs. I think community education, with or without Mott's kind of money, can function in every school district if there are people who are concerned and willing to make that effort.

I also think one of the areas that needs to be explored, hopefully in the near future, is how we can best coordinate our efforts in school programs with the recreation departments and the municipal authorities. We hope to be working closely with the Department of Community Affairs in setting up vehicles which will help local school districts and local municipalities to do a better job of providing services to citizens in the areas of recreation, education, and cultural activities. I think that one of the major weaknesses I saw in Flint's program was the hostility between the municipal recreation department and the schools concerning the community school programs. Obviously, that is something to be avoided at all costs, for it is important that these efforts be cooperative and not competitive with one another.

Through Dr. Ciavarella's operation, we are preparing a booklet on funding for community school programs identifying projects for which you may submit applications for funds, either federally, through private foundations, or possibly through the state. We hope to distribute that funding booklet in the next three to four weeks. Dr. Ciavarella is planning a conference in which various areas of funding will be discussed.

So much for community education. The other major thrust of the Department is in the area of community learning. Let me reiterate that this is a new way of looking at the kindergarten through grade 12 and college programs to get a better idea of what we want schools to accomplish.

What do we expect from students coming out of our institutions? I don't think that we have done a good job, either here in Pennsylvania or nationally, of saying to the public what we expect to happen to students who go through the public elementary and secondary schools. And I don't think the public has done a very good job either in deciding or letting us know what they want done in those schools. Through local communities involved in education can start a dialogue on what their schools ought to be doing. And we hope to run a similar kind of dialogue at the state level.

Historically, we have had three major roles in community learning. We are well acquainted with our role in the area of the three R's. Sometimes that gets most of the emphasis. But we also have a major role in the area of providing a liberal arts education that prepares students to be better citizens and better human beings. We certainly have a role in preparing students in the area of work, leisure, survival skills, and skills needed for proficiency in a modern technological society.

These are the three major roles of the school that to articulate in a balanced set of goals. This is what we want to stress with students while they are attending the public schools of this commonwealth. In fact, these are the kinds of competencies that we are going to commit ourselves to see that students have when they get out of those schools.

In doing that, we are recalling the progressive era, and I still seem to have a good deal of progressivism in me. I still feel that the schools can be an agent for social change. However, we cannot say that these outcomes are going to be achieved by us alone. We have to look to the community institutions and resources that exist and say, "we need your help; we need your cooperation." Especially with the shortage of resources now, we have to reach out into the community to see if there are recreation programs or facilities and if there are community experiences that will make the learning in the schools more meaningful.

The procedure for this outreach will be to work initially through selected local districts. Sometime this summer, we will be selecting six to ten school districts in which the department will have a direct contact. Presumably, we will bring at least one person from each of the communities into the Department (on a leave of absence from the school district) and pay their salary for a full year. They'll spend half the year in the Department working with us on model learning outcomes, on means by which to assess community resources, and the other half of the year in their own communities planning efforts there.

At the conclusion of that year's efforts, we will people from those selected districts, and other people who have a real interest in this project, to see if at that point we are ready to make a statement on learning outcomes and to begin the major undertaking of revising our curriculum regulations. At the same time, we will encourage and work with those districts that already have started to make some progress in the areas of learning outcomes, competency-based instruction, community use of facilities, and the like.

The present governor's budget has allocated one million dollars for this project in its first year. The reactions from the legislature in the appropriations committees that have held hearings this week generally have been positive. Therefore, we are hopeful that we will be able to launch this effort during the next school year.

We are, however, going to draw heavily on local resources to get our state direction. As you may know, some of the districts that have moved in this direction, in California and Oregon, started with a statewide mandate which then was handed to the local districts with the expectation that something is supposed to happen. Our own thrust is to work with the local districts first to get a sense of direction and some experience before the state starts moving in terms of issuing regulations, standards, guidelines, and the like.

In conclusion, I would like to say just a little about the totality of adult education, community education, and community learning which I've been talking about as if they were separate and distinct pieces of the pie. They are not, as you well know. But we have not spent enough time in educational circles discussing the appropriate roles of each of these segments in terms of what we want to do with our children, with our society, with our citizens.

I had some women come into my office last week with a request for help. They are in charge of one of those programs which received quite a bit of publicity where they take children who have special education needs (usually physically handicapped children, I believe, but also retarded children) to horseback riding schools for lessons. The directors told me they wanted to continue to do this, but they needed some kind of approval. As they said, "We really don't know what we are. We are not a school. We don't offer a full program. We are not part of any adult education program. Just what are we?"

You see, that experience of reaching out into the community and of giving that different kind of experience has had some rather dramatic effects on the behavior and the attitudes and learning of the children who participated. In cases like that, we have to stop asking what we are, and what you are, and what everyone else is doing. If you are accomplishing something, then you simply become an integral part of this thing we call the educational program in the Commonwealth. Programs like that should be utilized. We have to reach out into the community to get this kind of resource and make it available to children. We have to coordinate our efforts with those community efforts. As I look around here and see higher education and basic education people working together in this organization, I only wish we had the same kind of close cooperation outside in the regular school programs with those people who work in that area in the colleges.

Prior to my leaving Radnor, I proposed that our foreign language program reach out into the adult education program to see if there were some opportunities for Radnor students to obtain additional outside time in foreign language instruction. Conversely, when the new school code makes the appropriate provision, I'd like to see adults come in to Radnor classes that have not been filled. My experiences with the continuing education program at Radnor convinces me that there is a great deal to be gained by having the old and the young learn together. I think that kind of interaction would yield benefits for all of us.

Basically, I'd like to see a better coordination of all of these pieces of the puzzle. I'd like to see adult education in the community school programs and the community learning programs; the adult education programs in the Vo-Tech schools: the adult and juvenile programs in the corrections institutions; the community college programs, the state college programs, and the various outreach programs all begin to see themselves as part of a coordinated thrust toward a certain set of learning outcomes, toward a set of goals, if you will, which state what it is we want to happen with the citizens in our Commonwealth and which state the priorities for our society. Even beyond that, I would hope that such a coordinated effort would prevent the fragmentation of communities, and we have a lot of those across the Commonwealth as I discovered during my last five months of travel. If all segments of.the community shared some kind of educational experience, and if we began to get interaction between the nonpublic and public school parents and children, between the different economic strata, and among all the different kinds and ages of people, perhaps a series of communities would emerge in which people had a sense that they are part of something real. It seems to me that would be the ultimate goal, that would be the ultimate triumph of a combined or coordinated thrust into the educational area. Above all else, this is something I would like to see happen in Pennsylvania over the next few years.

Perhaps the people I see sitting here now are making a major contribution in that area and furnishing the kind of coordination that is required to get united programs under way. I hope someone here is working on a fine model that all of us will want to follow.

Thank you for inviting me to speak to you this evening. I appreciate the opportunity.

VOCATIONAL ADULT EDUCATION OPPORTUNITIES

Wayne Grubb
Consultant for Disadvantaged and Handicapped
Vocational Education Program Operations Division
Pennsylvania Department of Education

Funds to support programs for the handicapped are taken off the top of money coming into the state. These funds go through the public schools to be used for supportive services or vocational programs for the handicapped. They are used as seed money, which means the initial cost of the program is covered, and then, hopefully state and local funds will pick up the additional cost.

Although the public schools are legally responsible for and have state and local budgets to pick up programs for the secondary students, we do have difficulty in getting programs started in vocational education for the handicapped. The basic problem is money. It is possible, however, for the school districts to help support these extra services or these special vocational programs for the handicapped. This funding would occur at the state level in the Department of Education and would assure continuity of the program after the federal funds expire in three or four years. We have gone beyond the federal requirement for some programs. We funded one program in particular for six years, but now we are unable to continue the funding, and we are afraid the program is going to be dropped.

I want to give you just a brief listing of some of the programs we have had in vocational education for the handicapped students and what we are able to do. The act specifically states for handicapped students we can provide vocational programs which lead directly to employment. We can provide supportive services for handicapped students who are mainstreamed into regular vocational programs, either at the secondary or community college levels, or into postsecondary programs that school districts operate. We cannot provide supportive services to handicapped students who are enrolled in college and working toward baccalaureate degrees. The funding is strictly for the two-year terminal degree which leads to employment or to set up special vocational programs that terminate in employment.

One program we have is through Erie County AVTS, the Area Vocational-Technical School. They are working in conjunction with Edinboro State College, one of the wheelchair campuses of the state. Some of the first students who came to Edinboro expressed the desire for a vocational instead of the four-year college program. So, through the cooperation of the Erie County AVTS and through the use of these federal dollars, we are sending some of the students from Edinboro to Erie County for vocational training. One bank in the Edinboro area stated that if the college trained wheelchair handicapped students in the field of banking, they would make the physical adaptations in the bank so these people could obtain employment.

Venango County AVTS has an evening vocational program for the visually handicapped. They received support from the local association of the blind (in addition to the federal dollars) for providing the type of a training program which eventually leads to employment. The students are in this program for six months to two years before achieving an employable level.

Another area is working through an intermediate unit. We have provided a vocational instructor at a sheltered workshop for the adult handicapped population. Actually, we cannot put the money into the contracted services of the sheltered workshop. But if the sheltered workshop has a training area, we can help through local school districts to provide a vocational instructor to do the training. The handicapped student then goes to the contracted service, and hopefully from there out into society in an employment situation.

A new program was started this year through the Allegheny Community College. The community college rented facilities at Duquesne University which has a food service training program for adult handicapped. To date, we do not know exactly what is going to be the result or success of this program, because it was initiated in January. The program basically is for the mentally retarded handicapped population. It is hoped that the community can be brought into the program so that these students will be co-oped out on job sites and eventually obtain full-time employment.

Also at the community collge level are supportive services for handicapped at Allegheny Community College. At Philadelphia Community College we provide the supportive services for deaf students. In working with community colleges, the point to remember is that these supportive services can be only for those handicapped students who are in a two-year terminal program with employment as the goal.

Because of problems we have had with the federal vocational dollars, these are the only programs that actually have been funded. The main problem is that, for a school district to get the federal dollars, a statement must be included on how they plan to continue the program if the federal dollars are no longer available to support it.

Well, we don't have any state money for Department of Education use to guarantee continuance of this adult program. Special education funds basically are responsible for the education of all handicapped students only up to the age of 21. Therefore, many school districts are unable to start adult programs for the handicapped without the assurance of continuing support.

Another excellent program in the city of Pittsburgh is an open-ended vocational program for various types of handicapped students. The students are tested and evaluated in terms of their vocational potentials and interests. They are put into the vocational training program for as long as it takes to become employable. After reaching their employment potential, students are sent out to industry. Project staff evaluable them on the job and work with them in making any social adaptations. Eventually, they become full-time employees at the places where they worked on Co-op basis.

The coordinator of the program worked with community agencies for support. They have noted some excellent success stories. Some students were in state hospitals for 20 to 30 years. This program helped these people to become vocationally trained and helped individuals to set up an apartment, to manage their money, and to live in society.

We are running into a problem now that the program has reached more than its saturation point of receiving federal dollars. Where are we going to get funds to support this type of program? Where can we get this type of money?

The Vocational Amendments Act of 1968 was basically a secondary act for the school districts. This is the reason for problems in accomplishing things we should be doing, of realizing the needs of the adult handicapped population. This is why the school districts are reluctant to initiate these programs.

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Jack Snyder
Governor's Advocate for Physically Handicapped

I don't think I can come up with any magic potion or probably tell you anything new, but I want to have this opportunity to share with you and possibly get some dialogue back and forth at the close of the slides. If there are any questions as we go along, please feel free to ask them. There is a newsletter at the end of each of the rows called The Grandstand which is the newsletter put out by the Governor's Office on the Handicapped. Feel free to take one or two or whatever you want to take with you.

Deinstitutionalization seems to be the name of the game today. In fact, many people who work in institutions are scared stiff that they are going to be without a job. I don't think this is a problem, and I don't think this is the intent of deinstitutionalization. the intent is that those who should be in the community should be put in the community. Those who still need the institution will find a place there.

Now, however, let's talk about deinstitutionalization more specifically and some of its implications. Handicapped people will use fewer institution vehicles and more vehicles owned by private individuals and by transportation authorities or companies. These vehicles must accommodate handicapped persons of all ages.

What about parking areas? I wonder how many of you in your institution, school districts, or whatever, have a place reserved for the handicapped that is 12 feet wide? Is the curb ramped so the handicapped can get to the building? Laws specify that a building must be accessible to the handicapped, but they didn't consider how they get to the building as they sit out there on the street and see eight-inch curbs to be maneuvered. All of you could do a great deal in your institutions by getting maintenance departments to make curb cuts.

I wonder how many of your schools have lower phones for people use from a wheelchair? I"ll bet we have seen only three schools in the state that have phones at a lower level for this purpose. I hope that one of those is the school you are representing here today.

Physical therapy is a typical service that institutions have rendered to clients. Formerly, children and adults were put into braces weighing from four pounds to 50 pounds to be carried and maneuvered by the handicapped person. The whirlpool program was the old polio type of treatment. These services promoted a relative dependency on the institution.

All of this is shifting now to the outpatient program deinstitutionalization - as the handicapped person joins the community. The private agency has become an important facility for administering physical therapy in the evenings or early mornings. In fact, there are some private agencies open as early as 6:00 A.M. so that therapy can be given to handicapped people before they go to their jobs.

Similarly, it wasn't long ago that you couldn't find a speech therapist working out in the community. Now many of our schools have speech therapy as an integral part of the school's program. Prior to ten years ago, therapeutic service was within the institution; now it's out in the community. This is the name of the game. Let's get out into the community.

Recreational therapy once was confined within a facility. Now it is happening in the community. Our community recreators are starting to integrate the handicapped into normal recreation and leisure time programs in our communities. As an example, retarded girls now play basketball on a community court. The community is starting to recognize that we have to deal with the total individual. In the total life span, recreation and leisure time activities are very important. I should ask parenthetically, are we as educators looking at the total life span of the child from the preschool program through the educational program of formative years?

There are still institution educational programs or the segregated programs, but segregation is on the wane. Once we had classes of all retarded, but today we are thinking in terms of the mainstream. Students are going to come to us in many different forms. Consider the rigid patient who can either stand or lie, but can't sit. Elizabethtown College graduated this year a boy who was completely rigid and could not bend. He is the type of person we are going to see in the mainstream. We are going to start educating the blind in normal school settings more than we have in the past.

Research has initiated many changes - research in the medical field, the orthopedic field, and in the educational field. The mind is something more than just a thing that delimits our ability to think and move. It's not a limiting factor if we start using the mind as potential and teach and think with students at their potential. Consider a body brace for a skulliatic who carried a 23-pound brace on the body for three to eight years. Skulliatic braces now weigh eight ounces. Quite a difference in weight for mobility of the wearer.

Research also has taught us that we don't have to put a person into a hospital for months and sometimes even years so that the therapeutic program can continue each day with that patient. We have learned that the home is a much better place for rehabilitation. To this end, the parent must be taught by the physical therapist or the orthopedic how to handle the patient, and this instruction can be done right in the home. Many public schools permit parents to come in during the day to administer the needed therapy.

We have gotten away from the old concept that there is only one way of building a school, or that blackboards must be stationary. The midget and the person in a wheelchair cannot go to a stationary blackboard. I hope to see more movable blackboards that go up and down almost like a blind so that any size person can handle a blackboard or a bulletin board from any position.

We have become more sophisticated with our audiovisual teaching materials and therefore can do so much more in teaching the handicapped. In some schools, colleges, and evening adult education programs today, there are supportive services, such as interpreter signing to a deaf person in a secretarial class. Sometimes these supportive services can be secured free of charge through agencies within the community. If you have special problems, please feel free to contact my office and I can put you in touch with the agencies that might be able to handle and give you supportive services.

The use of microfilms, tapes, etc., have given the handicapped an opportunity to participate in education to an extent that they've never before enjoyed. The things they have today are fabulous. Vocational training centers have become more and more prominent across the state of Pennsylvania.

I think, sometimes, that one of the greatest problems we, as educators, have is when we see a person come into our classroom or make application for our program who is in a wheelchair, or another special type of chair, or is rigid, or only has partial use of his hands - it frightens us. We don't know how to handle it, or what we do with it. We have been able to deal with the mentally retarded for a number of years, and they look just like you and me. But suddenly another type, a multi-handicapped person, comes into your classroom. As he walks across the room you wonder whether he is going to make it without falling flat on his face, and you ask yourself how you can program this person.

I think adapting is the needed reaction - reprogramming, not changing your whole facility and your whole concept of education, but simply adapting. Start at the normal and then adapt up or down, physically and psychologically, to meet the need of that individual. For an example, take an old dentist chair. A table top is put on it and you can make it go up and down with the equipment on it to any height you need. It's just taking and adapting.

Our home economics departments and vocational programs for home economics are demonstrating that the handicapped person can cook, bake, and do other things by simply adapting a little bit. Two examples are the stove that is over a knee well and the oven with a double door to accommodate a wheelchair.

It is very important for the handicapped to live a normal life. The handicapped are just the same as you and I, but we need to be ready to give them a fair chance. Wayne Grubb was talking about the Duquesne program in dietary services. It's nothing new at some of the private schools around the state. Teaching the handicapped how to prepare, present, and serve food attractively, and how to work as waitresses and waiters and short order cooks are things that are being done. In fact, there are many resources in our state to help you in working with the handicapped. I hope you will use the resources that are available.

I will mention one other thing. As you know, it was announced on November 22 that there will be a White

House Conference on handicapped individuals. It was scheduled for December 11-15 of 1976. This has just been changed to April of 1977. Prior to that White House Conference, a Governor's Conference on handicapped individuals will be held on December 1 and 2 at the Hershey Conference Center.

There will be regional conferences prior to both the Governor's and White House Conferences. They will be one day in length and will be held in the Erie, Scranton, Philadelphia, Harrisburg, and Pittsburgh areas. These conferences will deal explicitly with the needs and concerns of the handicapped.

Please keep these dates in mind. I think you will want to be involved.

My office is in the Governor's office. Feel free to call me. I'll try to guide you if you don't know where these resources are. I am available to come out to help you learn to adapt programs and facilities, and to otherwise accommodate the handicapped.

Question: During the summer, we run an EMR program at Vo-Tech. The level of achievement during the summer with a homogeneous group seems to be considerably greater than when selected EMR students are integrated into the regular program during the school year. In other words, everyone is impressed with what the EMR's can do in the summer, but there is a high failure rate during the year when they are measured, I guess, against the nonretarded students. I am just wondering - are any programs to help teachers make this type of adjustment when dealing with nonretarded students and EMR's at the same time?

Answer: Yes. We have two basic in-service programs for teachers to work with the vocational educators in trying to enable them to make the adaptation and also to meet the needs of the handicapped. Again, we only have two programs because of limited funds.

We are working with the University of Pittsburgh on a project for mainstreaming the handicapped. They have developed two classes, entitled "Mainstreaming the Handicapped." These are modules in a program for vocational teacher certification. The University of Pittsburgh also have six interns there on a full-time basis who are vocational teachers. Eventually, the participants will return to their own settings and hopefully work as agents for change within the school districts to help other teachers work with the handicapped.

In addition, we have funded a federal project for the people at the University of Pittsburgh to work with a Vo-Tech in the western part of the state. The project was to determine what adaptations are needed and what must be done in reference to vocational education to help the handicapped. One thing the University people did was very interesting. They went to all the vocational programs, and they found out that the teachers at the Vo-Tech were teaching at the 13th and 14th grade reading level. They were teaching even the regular students at this level (which is why they were having problems), and the teachers were not even aware that they were instructing at this level.

What they are going to do now is develop an in-service program for those vocational teachers. The program will help people who come out of industry into the classroom to adapt the material to a much lower reading level. The vocational teachers haven't been used to adapting the vocational material to the level of the student and especially to the level of the handicapped student.

Another interesting thing they found out at this pilot project was that the handicapped students have success in gaining employment if they are Co-oped during their last year while they are part of the school. In a survey of the handicapped kids who did not have any type of Co-op out in industry, the job placement record is less than 25 per cent. For those who had the Co-op situation, the job placement record is about 95 per cent.

Question: Maybe correlated with this is, how do you help the nonhandicapped students to adjust?

Answer: You won't have to - believe it or not. We've never had problems with students. It's the teacher, it's the administrator - those are the two who cause us problems. The only problem we've had that I know of with students is that they become too protective, too motherly to the handicapped student who is within their program.

If you are interested in the Institute on Therapeutic Recreation, give me your name and I'll see that the materials are sent to you.

Question: What service could be provided to an older adult who has been injured on the job and has become handicapped?

Answer: BVR is probably our best best. Depending on the handicap situation, private agencies can also help. Easter Seal and UCP for example, have done a great deal in rehabilitation and habilitation. I probably would have to say that in our state, Easter Seal has done more for adult rehabilitation than any other private agency dealing with physical or multiple handicaps. Those would be my two avenues to which I would have to refer you.

Question: Has BVR done anything to speed up their plans to get things operationalized? I know that many times it drags out. Have they done anything effective to speed up the process?

Answer: I'm going to have to say, not noticeably. And I am sorry they haven't. I don't know why, but it is constantly a problem. They have initiated a new program that some of you educators might be interested in which deals with training called, "Interviewing the Qualified Handicapped Applicants." It's held once a month for four days at the Johnstown Rehabilitation Center. They take 15 people from public and private industries and agencies, and they have opened it up recently to educators. I have just sent out a letter from the Governor's office to all universities, colleges, and schools across the state inviting the presidents of these higher education institutions to get their personnel people and their admissions officers or admissions directors involved. Interviewing a person for a job is not very different from interviewing potential students to enter your program. If you know how to do this, you are going to have a better program and you are going to have a better communications system developed between you and the handicapped student. As I said, this is open to educators now. You apply through Don Kuhns of BVR in Harrisburg, who is the executive director of that program. It is a good program. I went out and went through it simply to evaluate it so that I could or could not advocate it. I highly advocate it as a training program. This would be good for vocational teachers, this would be good for rehabilitation teachers, and for just about any person who might deal with any type of handicapped person.

Question: I'm looking for an example of a rural community that has put together a well-coordinated unit services referral system.

Answer: Monroe Valley out in the Pittsburgh/Allegheny/Greene County area is one of the best at this time. Another one is being developed at Venango Valley in the Oil City area. These are the two that are the furthest along. One of the priorities of the Governor's office is to see that all counties develop this type of comprehensive referral system. Lehigh, York, and Lancaster counties have all had meetings on developing this.

Question: I'd like to hear more about the Elwyn Center.

Answer: Elwyn Institute is the oldest and largest private institution for the retarded in the world. It was founded in 1849 in a little German town and moved to its present facility just outside of Media, Pennsylvania, in Delaware County in 1954. They have about 1300 students at the present time, and are dealing with the emotionally disturbed as well as the mentally retarded. They have the best program with the mentally retarded deaf in the country. In fact, I think they have the best total rehabilitation program in the United States today. It is a private institution, although 800 beds are paid for by special appropriation from the state. It sits on 550 acres. They have an extremely big day program with day students coming from all over Delaware County, and also from Chester, and I think they have some from Montgomery County.

The Pittsburgh School District operates what they call the Connelley Center, which is actually a postsecondary program. It's a very old program. Tied in with this program they have received several funds for what they called Project Advantage. They basically work with an adult handicapped population. They get referrals from BVR and by going out into some of the state hospitals to locate individuals who might be able to be out in the community if they had training. They bring these individuals in to work with them. People that were in the secondary program of the school district who are part of the handicapped population have been referred over, and they have been placed in various vocational training programs at the Connelley Skill Center until they reach their potential. Then they help them get a full-time position. In addition to that, for some of the individuals, they provide services - such as trying to locate agencies or trying to locate housing facilities, to help these individuals set up their own homes, manage money, and make necessary purchases.

INDIVIDUALIZING INSTRUCTION - "A SPECTRUM OF LEARNING AND TEACHING STYLES"

Panel: Robert Leahy, Coordinator
Continuing Education
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Meredyth Leahy, Project Director
Individualized Training Project

Dr. Robert Snyder
Chairman of Adult Education Program
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We will begin by changing the title of our presentation. When we got together, we decided none of us really wanted to tackle the term "Individualization of instruction." Right now, I think most of us would have a great deal of difficulty in defining it. It is a very controversial topic. What we would like to do today is to explore alternative types of teaching styles or individualized instructional styles, which even of themselves demonstrate individualization of instruction.

The purpose today is to develop an awareness on your part of instructional styles. We each have a preferred instructional style, just as people have preferred learning styles. We each do what is best for us because of our background and our environment. What we will do today is to have you explore some alternatives, primarily three of them. What we don't want is to get involved in trying to give you a mechanism for individualization of instruction, a technical aspect. We would like to keep it on a different level, really on the conjectural or "thinking" level, so that you can explore this concept with us. Probably the focus of today's presentation is on decision-making and how decision-making shifts within three styles of instructional strategy.

Before I go further, I would like to give two definitions which I think will help to put our program in its proper context. The first definition is for a term called "instructional style" which I have used several times. I will define it this way. It is the manner in which a learning experience, whether cognitive, psychomotor, or affective domain, is planned, implemented, and evaluated.

The second definition is for the term "learning style". This is the manner in which an encounter is perceived or denied and yields a change in behavior for the learner.

We probably are not going to deal too much with learning styles because there hasn't been a great deal of research in the area. There have been some attempts to organize and to define instructional styles: This is what we will spend time on here today.

As one shifts among different instructional styles, there are correlative shifts in the responsibility of decisions both by the learner and by the instructor. Therefore, we will present three distinctive styles of instruction: one is called the command style; second is the problem-solving style, and third is the inquiry method.

In doing this, we would like you to be aware of several things. First of all, we are not trying to identify instructional styles as being the great panacea for education. Unfortunately, movements in education take on this aspect - they attempt to say that there is only one way to teach education and only one way to teach technique. I would like to avoid this issue. We are not trying to demonstrate or sell one style of instruction as any more valuable than another. At this point, we simply are trying to present to you the idea that there are some alternatives to habitual and specific styles, and we will explore these alternative ways.

Instructional behavior is a chain of decision-making events. Regardless of the instructional style, there are primarily three groups of decisions that must be made. The first one is something called planning - some people call it preplanning. Primarily it consists of content, methodology, and the kind of evaluation to use in a class. The second group of decision-making skills are those in the impact or in the actual implementation section. These are the actual activities in the class and the actual evaluation skills used while the class is going on. The third group of decision-making skills are those called feedback. The feedback occurs with both the learner and the instructor.

I am involved with the Individualized Learning Lab at Temple University Health and Education College. Meredyth is director of a newly funded adult education project at Temple called ITP, or Individualized Training Program. These programs deal specifically with instructional styles. Although knowledge of them could provide more insight into the concepts to be discussed, that will have to wait. What we will do is develop the three different styles of instruction.

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Bob mentioned several decisions that have to be made in the instructional setting in terms of preplanning and feedback. We would like to go over some of them with you and let you think about your own instructional situation. Think in terms of the decisions, content, instructional methodology, evaluation, implementation, and feedback in your classrooms and who makes the decisions. Think as to who is making the decisions that need to be made, and then let's take a moment and decide why this individual is making the decisions.

If you are in a situation that the teacher is deciding the content, why is the teacher in the position of determining the content? Or if the student is making those decisions, why is the student taking that responsibility? This is probably one of the major considerations of the learning style, the teaching style, and the instructional style: Who is making the decision, and why is that individual responsible for making that decision?

Let me give you a very quick layout of three styles of instruction. In this picture, the clown with the ruffles is the instructor and the other clown is the student. This more or less depicts the command style, in which the teacher is the one who is dominant in the implementation, the content, the methodology, and the evaluation; he is making the decisions and the student is standing by waiting to see what those decisions will be. In turn, the student will carry out the style.

The next style on the spectrum is the problem-solving style. Here we have both the student and the instructor carrying the whole decision-making process. Most of the decisions are shared so that the student has a say in terms what is going to happen and the teacher also has some decisions to make. When we get to the next clown picture, the student clown is making the majority of decisions and has the responsibility for carrying them out in terms of content, implementation, and the evaluation of the feedback of the whole. This is the inquiry style.

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There are some basic assumptions generally associated with all instruction and even more widely with learning in general. In fact, here are the generalizations that we think are important and that underlie almost all the topics of discussion that we are talking about in this conference. Remember that we are talking primarily about promoting a better quality learning for the individual.

First of all, we believe that every learner in all kinds of situations should be led to assume more responsibility for his or her own learning. Secondly, those things which we encounter in any form of instruction, whether we decide to do the instruction ourself or whether we entrust the primary responsibility to somebody else, eventually should lead to more meaning for the learner. This is, the essential aspect of learning is that somehow or other we all must gain new meaning and not just new information, for there is a definite difference between information and significance.

Furthermore, almost every learning situation, whether I program for you or you program for me or I program for myself, hopefully should at least effect attitudes in relationships. These attitudes can be specified: First, that I become more positive in terms of myself as a learner. Along with that, hopefully my attitude toward the subject matter would tend to become more positive or at least certainly no more negative once I finish a particular sequence. We don't often lay that out as a particular kind of an objective, but we need to emphasize it specifically, particularly when we are working with adults. We are trying to get every individual adult to realize that they can learn many things in many ways.

The second attitude shift which student adults should adopt is that they should come away feeling that if they want to come back to it later on, they will rather than getting turned ff by something. Now many of you in this room have had sadistics, which is the terminology for statistics but I think very accurate - sadistics. Quite frequently we are scared to death when we have been out of the classroom situation for awhile. Now there have been new attempts by some people to get that fear down to the point where there is something we can gain from this particular area of study. Adults who move into basic education may never have learned well in particular areas, and maybe quite the converse in other areas. For instance, math or grammar or anything else may scare them. It is hoped that they will not come out of the adult education situation any more negative than when they went in, hopefully even more positive.

Third, there are numerous alternatives in each learning experience. We shouldn't get locked in and think that there is only one way we can teach, only one way we can learn. Quite frequently if we sport, there are lots of ways we can learn lots of different things. This relates both to the instructor and to the individual. You can find instructors, for instance, and we all fall into this thing, who get every comfortable with a particular style, and that's the way it is going to be. We don't even take the time to explore the other possibilities. As Bob indicated, that is one of the objectives of this particular session - to look at other possibilities and to ask ourselves why we are doing the things we are doing. Are there any reasons for our methods or is it just by habit? If it is by habit, then I would say we at least ought to attempt to ask ourselves why, and is it appropriate to every situation?

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We are considering the subject of responsibility in learning. Who has the responsibility for making the decisions in each of the three styles? And that is basically the distinguishing factor in each of the three styles.

The command style - I make all the decisions for you and the only decision I don't make is whether you as a student listen. I can't make that decision for you. There are some specific assumptions relating to the command style, but remember that these assumptions are not always proven out.

The first assumption has to do with authority. The instructor normally has the authority in the command style. I am the teacher; you are the learner. Another assumption is that the student is not prepared to assume the responsibility in any one of the areas at this stage. Now we assume that erroneously, particularly with adults. In many cases when we are exploring the adult learning pattern, we find that they already have assumed a lot of responsibility for certain areas. But primarily the instructor is making the major portion of decisions.

What kind of decisions is the instructor making? On objectives, on methodology of presentation, which steps will be adopted in the whole series of steps called 1-7. The "1" is that instructor makes the decisions; the "s" is that they share decision-making; and the "l" is the learner's decision, his or her responsibility to make the decision. Now I think that most of our preparation whether through formal classes or anywhere else is the command style. We, as instructors, make the majority of decisions in almost every aspect, except whether the learner decides not to learn; that's the learner's decision, so we do not make them all.

In the command style, we are hoping each learner will have the minimal level of communication skill, which includes critical listening, reading, and clarity in thought and speech. In theory, if further skills are required, somehow that information is transferred or translated or somehow gotten to the instructor. In fact, however, that is not always true. The ability to communicate what is not understood to be developed in a lot of adults. We don't even know enought to ask questions. We don't know how to phrase them, or we are afraid to phrase them. That is not only true in basic education; that's true in almost any kind of adult education enterprise.

Another area that quite frequently is lacking is this business of creative questions. We tend to stay at the surface level and ask questions of who, what, when, and where. Now you know who, what, when, or where. We just assume that people know to ask the question "I wonder why that is so." Now remember that as the instructor, I made all the decisions; I know why, but you, as the learner, don't. But as the learner assumes more responsibility, we try to get him or her to ask that kind of questions, "I wonder why." That question "Why" is the basis for all creative questions.

Most of us are familiar with the four-and five-year-olds who always are asking, why? Well, we certainly drum that out of them very quickly. We tell them to quit asking why; we don't want to hear it. And so it starts and so it goes on and on.

In many cases, we are trying to reinvent the wheel. We are trying to get some of that inquisitive and inventive spirit back in the individual. If the students do not question anything, we must assume they tacitly accept whatever meaning we have made out of it. Whether they really accept that meaning or not is another question. Most of us make our own meanings on the important things on someone else's authority. We want to say to adults, "Hey, go one step further. Don't just accept my authority; translate it up in your head. Is it really making sense? What difference does it make whether you learn it or not?" What kind of implications does it have for behavior?

Another critical area we find in most areas of adult education is how to organize things. We assume that people already have gone through certain kinds of education experience and so they know how to organize things to make sense for themselves. But it would help if an instructor in this kind of situation would lay out the way to organize things, whether it is through outline form or what you call key concepts, or advanced organizers, or any number of other ways. Quite frequently we assume people have that, but we don't know. So we say that is the learner's responsibility. If they do not have it, to what extent are we going to provide some kind of guidance in that area?

I guess the easiest way to explain is in concepts that are terms - bits and pieces of information. I must get myself as a learner to start retrieving and saying, "What do I know about (in this case) instructional styles? What do I know about responsibilities, about content evaluation?" I must start retrieving some of that and tacking it onto the way this guy is organized and onto the way my mind is organized, onto all the previous information I have had and all the feelings I have that relate to it. That really has to come somehow so that you don't wind up walking into a class where they give you a pile of information and you dump it into your ears, and we know right off the bat that three days later 70 per cent is gone.

What we are saying is that we need some scheme of organizing so that some of the new material will latch onto that which we already have, however, we organize and whether it is in terms of math, whether it is in terms of general education, or whatever the subject may be. We try to retrieve what we have stored up in our heads at the same time as new information is coming in. This is the way to make sense and meaning. That is the important kind of thing that we are always trying to instill - that individuals have to take the next step beyond basic information and develop some mechanism for making meaning for themselves. This process does not come automatically. It is easier for us to sit here and absorb information than it is to start questioning information; it is easier to retrieve that which we have in our memories and then go from there by saying, "Now, what do we have?" It is in some ways a kind of simulation or integration of new information and of new experiences or integration of new information and of new experiences with old in the effort to come up with new kinds of meaning for either old experiences, new experiences, or the combination.

There is another blast area. That is, how to get honest responses or evaluation from the learner. That is easy to do with pencil and paper. But what happens if you decide you want really systematically to say to what extent the material really is coming through? Are my instructions as an instructor, either helping or hindering you, the student? Here, of course, the student has a grade, and you as the student don't want to say you're the world's worst, particularly before the grade drops. But the point is, when we all form an evaluation, particularly those that are not usually reflected in paper and pencils, that we need and we want that feedback. In fact, I think most adult educationers should demand it and set the stage so that they get it somehow without the students fearing reprisal. In other words, if you want to tell us what you think, I won't take a hammer to your head, or it won't show up on your grade or on your report. This is true not only in an instructional setting; it is true in supervision, for instance, for we say we want you to be honest and about six months later in another little periodic evaluation, you say - I, as your supervisor, never got all that honesty. Honest feedback is of value, and it is not driving up your truckload of feelings and dumping on somebody something you have piled up for the last 50 years of your life and someone happens to be available so you just spill it all. There have to be some guidelines.

These are some of the aspects of the command style. We are used to that kind of style; we have been exposed to it, and quite frequently conditioned to accept that alone. In fact, we appear passive in many ways.

But what we are saying is that in learning, the learner really is not passive. The learner may be absorbing something very much like a sponge, but that is not where it stops. The sponge then regenerates and recreates meaning. So that's the command style.

Question: Would you say that there is never any sharing taking place between the instructor and the learner in the command style?

Answer: Remember we are abstracting a little bit; we are generalizing in order to pull this thing out. You are going to have crossovers among the command, problem solving, and inquiry styles. Therefore, you can wind up with some aspects of the problem solving and inquiry right in the command style. The point is that, generally speaking, I have presented an abstraction; this is not a real live situation. It is at least one level removed, just to go through the analysis procedure. When you finally start making meaning out of it, you are going to see automatically some variations on the thing. Based on your own situation, you are going to see how these things can or can't pull together. I am not going to make the meaning for you; you are going to make it. No matter what my meaning is, you are still going to make the meaning out of it, not me. I have only my own meaning.

Comment from audience: In the pure and perfect form of command style, what we said is probably true: all the decisions are really with the instructor. But what you are reflecting is probably not a pure

> and perfect command style: it is removed; it is moving in the other direction towards giving responsibilities. But in the pure and simple command style most of the responsibility in decision-making rests with the instructor and not with the learner.

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Consider now the problem solving style. Again, we have some specific assumptions for this particular style. The first one is that there may be more than one valid solution to every problem posed. In referring to the command style, the teacher solves the problem ahead of time; the teacher knows the answer that she or he wants from the student. Problem solving is where the sharing comes in. The teacher may find out that a student arrived at a solution that is new or unique, and the role begins to change. The teacher doesn't lose authority, but the teacher begins to share what is going on with the student and the student begins to share with the instructor.

One of our philosophies is that the styles of both instruction and learning hopefully become so flexible that the teacher and the student can very easily exchange roles - the instructor can become a learner. Remember we are all working with adults and we are all adults, so many times we are having the same kinds of problems - problems with our jobs, problems with our family. There are a lot of things going on and all that can shared between the teacher and student. If you are in elementary school, you are removed from that because you and the students are not at the same developmental level; but whe you are dealing with adults, you are all going through similarities and at the same time.

Also, I think we need to look back - at least I am fairly sure that our children are not going through the pure and simple command style that we experienced as elementary school students. There were not too many innovative teachers - not back when I was going to elementary school anaywhere. We must remember that this old style is what the adults we are dealing with now also experienced. So that, when you give them something new and you want to move into problem solving, you have to know, or at least have an indication, that they have the skills for dealing with the new situation. You don't want to go back to your schools Monday and all of a sudden decide that you are going to try the inquiry style or the problem solving style, unless you are pretty sure that your adult students are ready for it.

The other assumption is that it is possible there is no solution to the problem. The students really may want to tackle some world issues that are insolvable. You don't want to put them into a position of having to come up with a solution, but you want them to be able to recognize there is no solution. But because there is no solution does not necessarily negate the value of the problem solving itself. You may at least go through the process of several alternatives.

The third and fourth assumptions are that all individual learners have preferred learning styles and all individual instructors have preferred instructional styles. We all feel most comfortable in a particular kind of setting.

If you look at your hand guide, you will notice that there are some additional decisions which don't carry the same decisions completely across the three styles. There is a change here in which many of the decisions are shared between the instructor and the student. The instructor still determines the major objectives, the problems relating to those objectives, and what is going to occur. The instructor still establishes boundaries, guidelines, procedures, and rules, and still sets the goals and the process of evaluation.

Another consideration which is becoming more prevalent is to determine if recycling is necessary. Too many times we lay out the whole plan and then go through it automatically. We don't lay out the plan and look at it and ask if the plan accomplishes what is required and then make some changes. We don't look at it until after we have completely gone through the action. In other words, I know that we will probably sit down later today and discuss what should have been done differently. That is kind of too late. Right now, can't the three of us sit down and ask if this is going the way we want it to, or should we change it? This is something we really need to do more often after we lay out the plan and before getting into that action stage, that "becoming involved" stage of putting it all together. Look back at it again? Does it need to be recycled? Is there anything that needs to be changed?

When we get into sharing decisions, we are looking at a minimal level of all communication skills - the critical listening, the critical reading, and clarity in speech and thought involved. When we talk about responding honestly to all evaluation processes, both the instructor and the student are responding. The instructor is saying, Is this process appropriate for the student? Is it doing for him what I think it needs to do? The student also is in a position to say whether this process is or is not satisfying his or her needs. In searching for meanings, both are in the process now and both actually are going through the search. Serving as a resource person, the student can become an instructor and convey to the teacher that he has additional information.

In identifying resources, you are letting the student find his or her own solution, whether it be at the library or a friend who may be able to provide some answers. You don't know. When the learner has responsibilities, we are talking in terms of not only looking for a solution to the problem but also looking at the range of alternatives as to which is most efficient, which will give the most effective answer, and which one is best for the particular individual.

In conclusion, in selecting your alternatives, you will want to consider which is the best method for instruction, the supplementary activities, and the implementation of assistance from various resource people, which may include many students. In this kind of a style, other students become instrumental along with the instructor so that you are utilizing all the people in the classroom both as learners and as instructors.

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The inquiry style deals with the questions as to where the responsibility lies. On whom? Who makes what kind of decisions?

In every kind of inquiry that comes up with a problem, a concern, or a question why, there is always a multiplicity of facts. You probably can never explore all the answers; we just don't have the time, the energy, the resources, or anything else. So quite frequently, there are limiting factors in each and every inquiry we have in our lifetime.

When we start talking about instructional styles, the first thing we think of, unfortunately, is the formal class. I think of the room; I think of adult education. We know most things do not go on informal classes. Many changes may go on within the individual's head, so don't assume that the styles work only in formal kinds of settings. They don't; they occur in our heads quite frequently at home when we have to do something. We have a big question in our head; we have a problem. We then initiate through all these various steps a procedure to start answering our dilemma.

The distinction here in the inquiry style is that the majority, or a good portion, of responsibility rests with the inquirer, the learner. Our first priority is to lead people to that point. If they have been exposed to formal education continually, when something else comes up in their life - a marital problem, a job-related problem, in terms of religion, in terms of anything - we maintain that they do not necessarily have to come back to a formal class to get information and to make new sense out of something. We hope to have prepared them and led them along the line to assume responsibility. The inquiry style, according to this scheme, is the highest level, in that the individual learner assumes the most responsibility. Unfortunately, due to our conditioning, this is not really true of most of our experiences from K through grade 16 or 18 or 94 or however long we have continued in formal education settings. There has been a lot of command, some problem solving, and quite frequently very little inquiry practice. We get more inquiry practice through our experiences at home, for instance, than we do in formal education experiences. Obviously, all of our lives are not spent in formal settings, particularly formal education settings.

Remember, there is a particular responsibility, if you are working as an instructor, to decide if the inquiry style is appropriate for certain kinds of things. You are not advocating a total shift of responsibility. Your traditional type of responsibility is changing, and that's exactly what this is saying. The instructor is serving as a resource person, as a clarifier, as a prober, as a co-learner, and as a co-evaluator. Remember the pictures of our clowns. The responsibility is still there, but shared in a different way.

People often think that shared responsibility means less work; that it is less work to accept an inquiry style versus the command style. But sad to say, inquiry involves the effort of individualizing. Did you ever try to individualize? Quite frequently you wind up with 20 times more work than if you group everyone.

I have a real problem I want to explore on my own behalf. I see part of the responsibility as sharing what you have gone thorugh - the process, what you have learned, and even those things you were opposed to in the beginning that got you moving. I think that sharing is appropriate to almost every kind of situation. You see it happening in terms of almost all kinds of groups; for instance, in therapy, or in terms of a lot of the medical education. Sharing occurs whereever it is built in that people say, "Yes, we want you, as individuals, to inquire in certain kinds of areas, but we also want you to share what you find out." The value of sharing is that I do not have to "re-invent" the way if you already have gone through it and if there are enough appropriate things that I can glean from what you have done. It is an efficient way to get certain kinds of information or meaning across. What is shared is for me to consider, not necessarily for me to accept.

L-1, which is the learner's responsibility, had a whole series on the sources of "press." Press is a psychological term which means the kind of pressure put on us to do something. There are all kinds of sources for that pressure. There are all kinds of combinations rather than necessarily strictly a, b, c, or otherwise. Pure interest is a motivator; cognitive dissonance is another. If you are unfamiliar with the term, it is that you have in your head certain kinds of conceptions about certain things to which somebody else gives different kinds of conceptions or interpretations. Quite frequently this causes some kind of conflict in your head. You always wonder if he is right or if I am right or if neither of us is right or if anybody else is. That is a very simplified version.

The affectiveness of this is that quite frequently we have certain attitudes that we build up through our lifetime. For instance, I think that racial attitudes is a good example. If I believe that blacks are the worst drivers in the world, then I now see every black I think about in terms of that stereotype. And yet if I run into at least one individual that does not match up with that, I begin to wonder if my general attitude about blacks or greens or poles or women or anybody is really true. If you get enough of those individual kinds of exceptions to the rule, you start questionning the rule. That is affectiveism. You run into that all the time.

Amazingly, we can keep conflicting attitudes in our heads side by side, and almost create another relationship. I believe that all of us are created equal - that is except for you - and you - and you - because you are such and such; you are a woman and you get too uppity.

And yet we either by research, we box this kind of thing in our heads. We all have these conflicts. Where we run into the problem of religious values and social values quite frequently somehow we are able to have both of these things in boxes. In some cases, several of our own attitudes are diametrically opposed, and yet it doesn't seem to faze us. When we start running into people and situations, something may force us to face reality, to say, "Am I going to accept it?" Or am I going to say, "I deny it?"

Remember the inquiry method was talking very directly about why. Why are these things so? Really actively seek out why, or at least further explore so I can be a little clearer where I stand on something. Pure frustration, of course, is really an effect rather than a cause, but if we are in situations which we are attempting to change and we keep trying to make it with big knots on our head because the wall is stronger than our head, after awhile we finally may decide to do something about it. We may decide to find out why some things are as they are, why they can't be changed, and in what ways they can be changed.

We all have the need for achievement and the need for approval: that is one of our inherited characteristics. If it gets strong enough, it may spur us on to start asking those questions about any number of things, whether it is relating to why doesn't my wife appreciate me, why doesn't my boss do something, why can't I get the kind of approval I need, why is the world the way it is, and why I feel I can do something to change the world situation and yet nobody allows me to do anything. If that in effect is strong enough, you can get off the chair, get off the table, and try something.

This concerns most of us teachers and by all kinds of consensus, we have a great concern for otehrs. Almost anybody in the adult education profession has that. Now if that is strong enough, it may force us into how and why, but primarily how, can we help others. How can we be of assistance to others, not just in a very formal way, but in very informal ways? We can choose to relate all to a very formal setting, like a basic education class, or to something in continuing education that will help somebody else to become professionally more competent and will raise the general community level. Perhaps my whole neighborhood has a concern. Let's go out and find out what that concern is, why it is a concern, and what we can do about it. And that is another form of inquiry in which I assume the responsibility for motivation or coordination, but that does not mean that I do it all by myself. I use all kinds of people as resource people, as clarifiers to help me explore this kind of thing, to give me feedback on whether I am going down the right path and is it some kind of reality that I am moving on. So the motivational factors do give us direction in terms of the information which we are going to seek.

You must have a target for inquiry for better marital relations, for this community spirit, to learn more about certain kinds of hobbies, to learn how to appreciate music, or for any number of subjects. We always have a focus on something, but who makes the decision as to what to bring into focus. Primarily I do, but I use you as resource people and as clarifiers to help me focus. So if you are an instructor in an informal setting, you don't say that you guys can inquire all you want, and I'll just go over here in the corner. That's not true, for we all need assistance in certain areas.

We try at least to establish some tentative objectives. What are we really shooting for? Not only do we have general focus, for instance, wanting to learn more about the Civil War and its effect on the racial movements since 1962. What specifically do we really want to find out? How much more specific direction can we give ourselves or give some other people to move in this direction? What kind of ways do we have to go in getting there? Who makes the decision? I do primarily, but I am going to call on anybody else I can to help me so that again I do not wind up spinning my wheels and spending all of my lifetime trying to do something which in fact is proven can't be done. I am going to call on anybody I can, but the responsibility is still mine to accept the alternative to evaluate and to say that this is the best option or these are my best options. If the first one does not work, I will come around and evaluate again and say, "Fine, I will try option number two." I know what I want to do and I have alternatives, and now I want to put in some specifics.

How do I go about it? I form a sketch in my mind, not necessarily on paper. Quite frequently in formal settings, however, we like to have people do it on paper. There is a list of processes you are going through. It can differ widely from individual to individual, which is fine. You don't necessarily have the same solution, because each person is trying to make some meaning out of it. The process they are going through has meaning as well as that which they eventually find. We can be locked into it and say there is only one process to follow. The instructor, for instance, can pose certain ways to go through it, which can be merely questions: Why do you want to do it? What is that specific thing you want to do? How specific can you get? What kind of alternatives do you have? - straight down the line. Whether the individual accepts that or not is really up to the individual, unless you have really been a very good clarifier who still has retained the authority, and it may well be the teacher does know best.

So the student implements. He goes out and does that which was planned. He recycles again, if it does not come out to what the individual wants. The only option is to turn right around and almost say, "Go through the appropriate kind of steps or courses to whatever direction you want to go." By a move of this kind, we almost change in some ways the focus or the priorities. Remember the key thing here is responsibility, and who has it? Have you ever been on a project for which you had the responsibility? Quite frequently, we overestimate in evaluating ourselves; we are much more critical about ourselves than other people are - much more critical. Quite frequently we will say, "I have not done a good enough job so I'll turn around and do something else." Whereas other people say we have done marvelously, that we've found a new way of interpreting old goodies.

* * * *

We have been considering three styles. We all have them, and we all use them. The question is why. I guess that's the most important thing that we need to consider: Why we are going to use which style? When are they appropriate, and why are they appropriate? Are they appropriate only for us, or also for somebody else?

We are trying to give that individual more and more responsibility. It cannot be a thing in which you mystically take that lead from here to there without some preparation. I personally have tried that and it does not work. If we are not ready to assume the responsibility and we haven't set up the skills, we do not have the attitude to be ready to jump, and we won't. It would become an extremely frustrating situation and close to the point of pure frustration.

* * * *

To put this all together in some kind of a proportion, I would like to direct a question toward you. If you are involved in an educational program for adults, what is the goal of that program? What is the purpose for it? If your program is solely for content, simply try to impart content. In that case, the command style of insturction may be a very suitable or preferable one, and you might not want to consider any kind of changes. On the other hand, if you have other kinds of objectives or goals, self-directiveness in a learner - having him take on some kind of a responsibility, for example, you might at least consider the alternatives of problem solving and inquiry.

Each one of these instructional styles has its own power and its own merit. The important thing we would like you to consider is any move toward an inquiry method that builds a trust between a learner and an instructor. There also is a thread of privacy that begins to grow. Most important, there is a shift of responsibility of decision-making in the planning, the implementation, and in the feedback and the evaluation that goes on. This is probably the one thing that we would most like to convey.

ENGLISH AS A SECOND LANGUAGE

Panel: Eugene Madeira, Director
Lancaster Adult Enrichment Center

LISTENING, SPEAKING AND READING ESL
Don Carl, ESL Coordinator
Lancaster-Lebanon Intermediate Unit 13

Dale Mace, ESL Teacher
Lancaster Adult Enrichment Center

Marge Colbert, ESL Teacher
Lancaster Adult Enrichment Center

RELEVANCE IN THE ADULT ESL CLASSROOM
Paul Murr, Spanish Teacher
Ephrata Area School District

CRITERIA FOR INTEGRATING ESL STUDENTS INTO ABE
Tana Reiff, ABE Reading Teacher
Lancaster Adult Enrichment Center

I am going to deal with three parts of oral language: the sound system of English; the grammar or the structure of English; and the vocabulary. I will deal mostly with the grammar and the structure part of teaching English, because this is the heart or the meat of learning a language.

There are 14 main vowel sounds in English. Because of the time limitations, I will not list them. If you are interested you can consult a very good book called Pronunciation Contrast in English by Neilson and Neilson. It lists minimal pairs used to teach pronunciation, and areas of interference you can expect from different speakers and different languages.

You should use class time to teach pronunciation under three circumstances: first, if the pronunciation problem that you are concerned about interferes with the communication from the student to you; second if it involves the grammatical feature of English, such as the final accenting on the third person singular, such as "he speaks," "she writes" - this type of thing - for many of the Vietnamese speakers and the Spanish speakers have problems with the final "s" endings; and third, if a number of students make pronunciation errors in your class.

Some thoughts on pronunciation drills. First of all, select real words. Nonsense words or long, involved tongue twisters don't teach pronunciation as well as real words. When you use these real words, make sure that you use them as soon as possible in context of a structure. Use them in a sentence; point out something. You could say, "Give me the pet, give me the pot." There you are contrasting vowel sounds. Use words as soon as possible in a structure.

You also can use minimal pairs. Minimal pairs are pairs of words that differ only in one sound, such as "peat" and "beat." Also "either" and "ether" - "either" with the "ei" sound and "ether" without the voicing.

Also, remember with your students that elimination of a foreign accent is virtually impossible. Don't dwell on pronunciation. Your pronunciation drills should be short, maybe five minutes at the very most. They are boring, and students can become frustrated very quickly if you make a 15 to 20 minute or half hour lesson on pronunciation. It is going to be very difficult. You are going to lose your students.

Also consider stress and intonation. Again, use short drills on this. Stress is the accent that we have on words, the relative loudness with which we speak certain words. Intonation is the rise and fall of the voice. An example of this. You want to show the various pronunciations of "the," so you say, "this is the table; this is the apartment." Some persons would say, "this is THE table, this is THE apartment." There you are changing the stress to bring out the contrast; you shouldn't really do that. You should say it in a normal stress pattern. This is very difficult even for persons who have been teaching English as a second language for a long time. Be aware of this. Always speak with the correct intonation and the correct stress. Whenever you are talking in class or speaking with your students, always, always speak with the correct stress and intonation. Don't overemphasize a word and then give it a wrong stress and intonation pattern.

Generally speaking, nouns are stressed near the beginning of the word. Also, verbs are stressed near the end. This is generally speaking. You can find a hundred different examples in which this is not the case, but generally this holds true. Also, usually the last content word in utterance receives the primary or the loudest stress; except, of course, when you want to make an emphatic stress or contrastive stress. "Give me the book" - the word that has the largest, the heaviest accent, is "book." "I need the table" - "table" would have the largest or the heaviest accent.

This is a warning: be careful when you are teaching questions. Not all questions have a rising intonation at the end. In posing questions to which you expect a yes or no answer, use the rising intonation. "Do you go to church on Sunday?" "Can you read this lesson?" Do you hear that my voice goes up? But sentences that start with "WH" questions usually come down at the end. "What are you doing tomorrow night?" "Where are you going after class?" Your voice comes down. So always speak normally as you would with your peers who are native speakers.

Some humorous examples that really drive the point home about stress and intonation. Some of you may have heard this - the wrong accent on syLLABle. You are changing the stress pattern here. Also changing the intonation pattern often changes the meaning, you have to be careful of this. "What's that in the road, aHEAD?" - " What's that in the ROAD ahead?" Or, "What are we having for supper, MOM?" - "What are we having for SUPPER, Mom?" Be careful of your stress and intonation. "That DESsert looks delicious." - "That desSERT looks delicious." Be careful, because the meaning can be changed.

Moving on to grammar and structure. This is the heart or the meat of language teaching. When you are teaching structures, make sure that you use structures in the beginning - from the very, very beginning. Don't teach your students, and don't accept from your students, one word descriptions of anything. I have heard people say when students first come enter, "Come, sit, teacher, student, me teacher, you student." Don't accept this from your students, and don't you do that. I have observed experienced teachers in ESL do this. Again, use normal conversation, intonation, and stress. Use the structures: "You are a student; I am a teacher." "Please sit down here." "Please come in." "What's your name?" My name Tarzan; your name Jane - this type of thing - don't do that!

There are five stages of learning: recognition, repetition, variation, selection and free use. Recognition and repetition are introduction stages. This is when you are introducing a language to your students the first time. Variation and selection are student practice. Free use, of course, is using the language to communicate.

These ten commandments for teaching oral communication skills are my own. Other persons could have other commandments, some would have 20, some would have perhaps five. These ten I feel are very important when teaching oral communication skills. (1) Study involvement. It is so tempting for us as teachers to stand up in front of a group and expostulate on and on - because many times we like to hear ourselves talk. All of us find this happening when we are talking to our students. Don't do this. The students should speak at least 50 per cent of the time. Give them a structure. When introducing words for repetition and recognition, you are going to be talking more than they. But get them involved as soon as possible. Have them speak to you; have them respond to you. Have them practice the language. Because if they are sitting there and listening as you are doing now, the attention span many times is very short, and you will just lose them. Many times they will be thinking about something else. Get the students involved as quickly as possible.

(2) In the beginning stages, always use structures orally before you introduce them in reading. This is a very tricky situation with adult students sometimes, because they want to see something. They feel they must have that stimulus, that help from seeing it in print. In the beginning have them do it orally before you show it in print. There can be a five-minute delay or a ten-minute delay. With adults, it should be a shorter delay than with children. With children you can delay perhaps a week or maybe two weeks. But, always introduce language orally before you introduce it in reading. You will never, ever, ever teach someone to speak by teaching him to read. You can't teach them to read without teaching them to speak.

I am sure you who have worked with Vietnamese adults know that many of them know how to read and write quite well in English, but their speaking skills are virtually nil. You must get them into the oral mode. You will teach them to speak by teaching them to read or by letting them use their reading materials. Now - on the intermediate or advanced level you can give students something to read, perhaps at the beginning of the period, or in the spare class time, or perhaps at home. Then you can come back and discuss it. This is perfectly all right on those levels. But on the beginning level, always introduce oral instruction before instructing in writing.

(3) This is a reiteration of what I have said before. Don't overpronounce. Don't overenunciate. Don't speak slowly. Don't distort the intonation and stress. Keep these things in mind. Talk normally, as if you are talking to regular English-speaking peers.

(4) When introducing a structure, always go from group repetition to individual repetition. Have the people repeat. Have your students do it first as a group. This way they feel more secure; they get a chance to practice. Then go to individuals. When testing to see if the students know the structure if they have the capacity to repeat it, pick a maximum of three students: your best student, a mediocre student, and your worst student. If you find that your worst student knows it,

then you can assume that all of them do, too. Then you need not go to each individual person and say, repeat, repeat, repeat, because you will lose the rest of your students. A maximum of three will suffice.

(5) Use pictures and realia wherever possible. The old adage here of "a picture is worth a thousand words" definitely holds true in teaching English as a second language. Use pictures; use realia. It makes it much more concrete for the students. They can identify with what you are talking about rather than having to go to the dictionaries to look up words or say what does this mean and what does that mean. Also, it eliminates many problems in connection with translating. You show them the picture, and they get the idea from that. Also, color pictures are better. If you don't have color pictures, black and white are fine. Make sure that you do have some pictures.

(6) Physical activity. Especially on the beginning level, when you're teaching structures, have the students act out what you are trying to teach them. You can use this when teaching the change from present to past tense. You can say, "Go to the door." Have the student get up and walk to the door. "Open the door." The student then opens the door. "Close the door. Please come back and sit down." Now you say, "What did you do?" "I walked to the door; I opened the door; I shut the door; I sat down." Have them do it. Have them act it out rather than just sitting there listening to you drone on in teaching structures.

(7) Hand signals. By this I mean getting a set of your own personal hand signals so that you don't have to do a lot of talking. I use a signal when I want the students to repeat, and a signal when I want my students to speak on things past. Many times the students habitually speak in the present. I just use my signal which means, "Please change to the past, because you are supposed to be using the past tense there," rather than saying, "Please use the past tense; you are not supposed to use the present tense; please speak in the past tense." Soon students get to know

your personal set of hand signals: "Listen"; "Don't speak." There are all kinds of signals that you can use with the students.

(8) Correct pronunciation only when it interferes with communication. This one we stated before.

(9) Evaluate frequently. With adult students, your evaluations will be more informal than formal. Although you can occasionally give them a quiz of some sort: a written quiz if you want to have something in their folders to show them what they have done, or by way of saying, "Look at all the work you have done, how you have progressed." - this type of thing. But evaluate frequently. Observe what they know and don't know; what you have covered, and if they have absorbed it and can use it. Check these things out. Don't delay so long that there is much material that you want to teach. Right after you teach a structure, evaluate students on that structure. Find out if they know it. Then maybe two or three days later, and then a week later, go back to it.

(10) Meet needs of the student. The way I like to operate is to save the best for last. Save the most important thing for last. I think this is very important. You must meet needs of your students. You can request our handout called "Guidelines for Teaching English As A Second Language." You can check this on how to meet needs of your students in a good way.

Techniques for teaching oral language. The first, repetition, is self-explanatory. You say it; you model it. The students repeat it after you.

Next, backward build-up. A backward build-up is when you are teaching a long sentence structure; something like, "Mary and I are going to the movies on Saturday night to see Gone with the Wind." Most students at the beginning level could not repeat that. So you say, "to see Gone with the Wind." Then, "to the movies on Saturday night to see Gone with the Wind." And then, "Mary and I are going to the movies on Saturday night to see Gone with the Wind." You take little portions of it starting from the end and then move backward to build-up to the whole sentence. This is the way you get them to repeat sentences for you.

Next, response drills. This could be a question-and-answer pattern or a statement-and-response pattern. You teach a set response to certain things, such as "What are you going to do tomorrow night?" I am really not sure." "Are you going to come to class tomorrow?" "I am really not sure." "What are you going to do after class today?" "I am really not sure." These are the little set things that students can and say at different times and to different questions and answers. You also can use a statement-and-response pattern: "I like to see movies." "I do, too." "I wish I could go to visit my friends in Viet Nam." "I do, too." It helps them to learn, and it also helps them to buy some time when they want to add something else. They can put in this quick response. They can think of something more pertinent to say if they want to communicate more.

Chain drills. In this you go from student to student, all around. One student asks another student a question. He will turn and ask his neighbor a question. It forms a chain - each one asking each other the question. This is a way to get your students involved.

Substitution drills. This is to practice structures and vocabulary in the context of the structure. This can be single substitutions - one item being substituted, or multiple substitutions - there are many different kinds of substitutions. For example, "I would like to buy a shirt." You say, "dress." "I would like to buy a dress." "Scarf." "I would like to buy a scarf." Here the students are practicing "I would like to buy a ...."

Transformation drills. This is a type of structural manipulation. Here are two examples. Make the statement, "I go to school every day." The student would then transform it to the past tense, "I went to school yesterday." This is forcing a change on the student. The student must know the past tense and use this to fulfill what you've asked him to do. Or, you could require a change to the negative. "I like peanuts and crackers." "I don't like peanuts and crackers." You are forcing the student to change the structure in some way.

Grammatical explanations. This for the students is not as effective as structure practice. Some students may learn better by using grammatical explanations, so you may want to use this in your class at certain times.

Short dialogues are very good. When I say short dialogues, I mean four lines at the most. Four lines. Short dialogues for role playing, teaching writing, and intonation and pronunciation are very good drills. The students can make these up themselves. On that level, there are all kinds of things you can do with short dialogues.

Picture queues again - going back to using the pictures.

Flashcard drills. You can use these to teach pronunciation, reading skills, and in contrasting two language items.

Tapes. Use tapes to reinforce structures that you have introduced in the classroom. Don't use tapes to introduce new structures; use tapes to reinforce what you have done. You use them to reinforce dialogues and to reinforce pronunciation problems with which you have worked. Also, tapes are useful for individualizing the classroom.

Directed discourse. This is the last step before free response. I would say to someone, "Ask John if he wants to come to English class tomorrow night." "John, do you want to come to English class tomorrow night?" "Mary, tell John that you have to do the wash tomorrow night." "I can't come to English class tomorrow night because I have to do the wash tomorrow night." Students are inventing their own responses even though you are telling them indirectly what to do. You are directing their responses.

Free response drill. The next step is anything. You ask questions and the students freely respond using the language.

Role playing. We have mentioned this before. You can set up places in your English Second Language classroom where they practice being at the store, or they practice being at the post office. A lot of role playing is good for your adult students. There are a host of games and songs you can use also to liven up your classroom.

Vocabulary. Content words are nouns, verbs, adjectives, and adverbs. These are the really important - I shouldn't say really important - but these are the words we usually think of when we think of vocabulary. Giving your students lists of vocabulary to use and memorize is not the best thing. I wrote before "vocabulary list" the word "taboo." What you should do is to use these vocabulary items in the structures. Then it will stick with the students. Function words are determiners, pronouns, interrogatives, prepositions, auxiliaries, comparatives, and connectives. And see that new vocabulary is introduced within the context of a known structure and vice versa. The beginning student should work with a small amount of vocabulary. Work mainly on structures for the beginning students. The intermediate and advanced students - this is where you teach vocabulary. This is where they do their reading, and you discuss it and talk about it.

* * * *

Teaching ESL students usually does not involve the same teaching methods as teaching reading to school children or illiterate adults. However, many times some English learners are illiterate in their native languages. In most cases, however, adult ESL students know how to read in their native languages and may even have had some previous experience with reading English, particularly if they are high school graduates. As already stated, it is important to keep in mind that the primary function of ESL is to teach speaking and listening skills; reading is secondary to that.

Teaching reading to the average adult ESL student does not require too much in the way of prereading preparation. I will not get into a technical discussion on the techniques used in a reading class. But, since there are always students who need some beginning reading instruction, I will discuss some of the possibilities in that area. Again, we must keep in mind that an ESL speaking class is not a reading class.

Teaching reading and writing to a student with no previous experience in English - before he knows the spoken pattern - can give one the mistaken idea that writing systems of his native language and English are the same and that the letters represent the same sounds in both. This confusion tends to establish bad speaking habits, since the student will read with correct pronunciation of his language. Listening and speaking should always precede reading. The student should see the material only after he can pronounce it with reasonable fluency. Time spent on listening and speaking of a given lesson before starting to read depends on the literacy level of the students and on the similarity of written synbols in their native languages and English.

Spend more class time listening to and speaking with illiterate students before you start them reading than you would with those better educated. However, with highly motivated students, reading the basic utterances may be introduced in the first lesson - given, of course, that they do pronounce fluently beforehand. In considering the similarity of languages, Spanish and Italian, for example, have a one-to-one correspondence between the sounds and the written symbols of their languages. That is to say, one letter is always pronounced one and only one way. The pronunciation of English and French, on the other hand, is not so easy to predict. In these languages, a particular consonant or vowel will have several different pronunciations, depending on its position within a given word.

When teaching reading to beginning English readers and illiterates, it is helpful to teach the sound system first and in different stages. The first stage is prereading, which merely involves identifying the graphemes or the letters of the alphabet. Most ESL students already know the letters, but as mentioned before, sooner or later you will have an illiterate student or one whose native language is very different from English. Beginning Chinese, Russian, Arabic, Japanese, and Polish students have this problem. Last year, a Polish girl walked into the Adult Center and was unable to say "hello" or goodbye" and knew nothing of the language. But to show that it can be done, today she talks - she is quite a talker - and she also reads pretty well.

One way to teach the alphabet to someone whose system is entirely different is to show how different letter shapes are similar. For example, the letters "o," "l," "b," "d," and "q" are all either a circle, a line, or a combination of both, in different positions relative to each other. After pointing this out, have the students practice identifying them by name. This is more efficient than teaching each letter as completely different from all the others. It is best for the students to memorize the entire alphabet by the end of this prereading stage.

The next stage in reading instruction has to do with the fit of the English language. The "fit" is the relation between the writing system and the spoken language it represents. We all probably are aware that the fit of the English language is rather poor, and that makes reading more difficult for someone who is just learning. Therefore, I feel that teaching in this area should be in conjunction with regular lessons and should be brought in as necessary. Introducing this type of information all at once accomplishes nothing and may discourage the student completely, especially an illiterate student. When the opportunity does present itself to talk about the fit of a word, the teacher should show the letters which regularly represent the same spoken sound first so as not to confuse the student.

We have a handout for you that lists different consonant sounds, representing different letters, and different consonant sounds. In teaching these, start with the easier ones first - with the ones that have the most regular fit. The handout includes a list of the 13 different consonant letters that almost always fit their sound. Start with these first. Later attack those that have more than one sound or more than one pronunciation. It may help to teach these by patterns whenever possible.

Instead of trying to match individual letters in separate sound units, develop automatic habits of responding to the contrastive teachers of the spelling patterns. For example, the consonants are alike in the words "man" "main" and "mean"; they end in the same consonant and are all of one syllable. However, it is the spelling pattern of each word in contrast with the spelling pattern of the other words that signals the different vowel sounds. Give the students a list of words which use the three different patterns, and this will help them to respond automatically. For example, you could have a list with man, band, hat, cat, etc.; another with main, vein, hate, etc.; the next one with mean, bean, heat, etc.; and have these lists horizontally next to each other. Make a long list of all of these little contrastive patterns that use that vowel sound.

Another type of pattern is that of the vowel sounds. Write a list of words on the board representing the vowel sounds most often found between consonants and ask the students to read them aloud. Write another list of similar words - that is, if they know, and have them read them also. They should begin to see a pattern emerging. To test their understanding, write on the board a list of words that are totally unfamiliar to them and observe if they can pronounce them properly. If they do, then you know they understand the pattern. It is advisable to use spelling patterns like these as much as possible. Any exceptions to the pattern should be taught individually as the words appear in the regular lessons, rather than in a long, boring list of exceptions.

Up to now, we have dealt with illiterates and beginners in teaching prereading skills and how to fit letters to their sounds. The next step is for students to start reading what is spoken. In my opinion this should take place at the same time you show them the various problems of fit. It is not advisable to spend one week doing this, and the next week doing that.

The students should grasp the spoken language pattern from its written representation quickly and without analyzing exactly which symbol represents which sound. Reading practice should center on making a connection between individual sequences of words from the student's vocabulary and between specific letters they already learned. One way to achieve this is to show students an utterance in writing. Allow them to use written form only after they have spoken it and only as a stimulus later on.

At the Adult Center, we use the English 900 Text Series which has this type of learning built in. Students listen to a group of base sentences on tape, or modeled by the teacher, and repeat them without using their book. Later they open their books and follow along as they repeat it. Note that reading the base sentences within the first hour of any given new lesson. As you can see, reading is not stressed until after the student knows how to pronounce the pattern of speech fluently. This is known as "reading by habit"; that is, reading what is spoken. In my experience to date, it has seemed that many of my illiterate students have some type of learning problem. Therefore, I have found it is best not to stress reading at all. Even after they have learned the alphabet, they still have trouble reading, let alone reading by habit. As I said before, the primary function of ESL is not to teach reading, but speaking.

I do try to have students recognize shapes of key words in a lesson. First, I hold up flash cards with one word on each, and have them repeat them - one at a time - after me. I do this a few times. Then I distribute the cards and have each student tell me what is written on this card. This makes a game out of learning to recognize the words, and usually is successful.

Once the student has mastered the skill of reading by habit, he begins to speak what is written. It is good to keep in mind that reading aloud is an artistic skill which even all native speakers of a language are unable to acquire. The ability to read aloud should not be an end in itself, but it is an effective tool for practice.

The ESL teacher is more concerned with the students' reading for comprehension. Therefore, reading can be done either silently or aloud. This usually involves a short selection closely coordinated with each lesson, or a short story chosen by the teacher for its content and its relation to the level of the student. Reading is not stressed in Book 1 of the English 900 text, although base sentences are read by habit. Short reading selections which closely follow the pattern structures presented in each lesson are introduced at the Book 2 level.

There are right and wrong ways to teach reading selections. According to Robert Mano, one mistake often made by teachers is to have each student read a line or two in succession. This is not only inefficient, but nonproductive. Some students will concentrate on prpearing their own two sentences and completely ignore what is being read. As you can see, it can be a waste of time if not done properly.

Here are some basic steps that you might want to follow in teaching reading selections. Give the pupils a knowledge of the story situation with the help of pantomime, pictures, clocks, calendars, or with whatever you want to use. Second, have them listen to a passage on tape, or you read it. You read it - if you can pronounce English properly or if you are a native speaker - or have the students read the passage silently. If you decide after this to have them read aloud, be sure they face the class, read with good intonation, and do not use unnatural variations or stress.

Finally, students should answer questions about the passage either orally or in writing. I am sure you are familiar with this technique. You can ask different types of questions. Most passages have different questions at the end. If not, it is usually easy to think of some appropriate ones. Just be careful not to ask questions beyond the structure of what students already had.

I have tried to present a very basic review of some problems and methods of teaching the ESL to the students. I would like to reemphasize that the teaching of reading is going on in conjunction with the teaching of the other skills - listening, speaking and writing. Although it sounds as though reading might take up a lot of time, that definitely should not be the case. Skill in reading is developed over a long period of time, and is only a facet of total language learning.

* * * *

The fourth and last communication skill is writing. First, I mean the guided marks that we insist students make on the paper. Later, I will talk about creative writing or advanced composition, which probably should be deferred until the middle of the third level or the third year.

There are several stages through which students must pass over a period of time. The length of each stage depends on the age, the interest, the capacity, and the needs of the student. The type of writing system of the student's native language, whether it be alphabet or pictorial, definitely will influence the speed at which the student learns to write English. Of course, a person speaking Arabic or Persian would have more difficulty in learning how to write than a person from a French or a Spanish background.

I will never forget one experience I had with writing that "threw me for a loop." A student from India who spoke Hindi was learning to write our system for the first time. She didn't write on the line; she wrote in the spaces, and that was very confusing. The mistake that she made was in writing the sentence, "My father's pen is here." She wasn't sure of how to separate the words, so it came out "My father's penis here." Things like that do happen. It is very important that you get to the students and make them understand the writing system.

Here are some general considerations on writing. Let's say little or no writing should be practiced in the class. Class time is very valuable for listening, speaking and the exercises students should be doing with the teacher. When writing is first introduced to students who are unaccumstomed to writing our graphic systems, time should be taken to put emphasis on how to hold the paper and the pen or pencil and exactly how to make the graphic shapes. This should be done only at the beginning - when writing is first introduced. The normal oral flow of the lesson should not be interrupted to have students copy or write things from the board. Leave that until near the end of the class period. As stated before, the important part is listening and speaking. One exception to not writing in class is dictation and oral comprehension exercises. These should be practiced in class.

Writing should reinforce two things. First of all, it should reinforce the structural and lexical items which have been taught; and secondly, the listening, speaking and reading skills - progressively, and in small steps. That is the key - small steps, and progressively.

The following points should be taught in writing: (1) sound/spelling correspondence; (2) the mechanics of writing, such as punctuation, capitalization and spelling; (3) letter writing - formal and informal styles including greetings and endings; (4) practical functional writing for things such as note-taking, outlining, summarizing; (5) organization and expression af an idea to convey the desired meaning and to permit the reader to understand the message; (6) the differences that exist between speaking and writing - formal and informal styles and writing modes of discourse.

For instance, a student might hear an American say to another American, "Did you eat yet?" in a conversation, but it would be written, "Have you eaten yet?" It is important to differentiate between the written and the spoken English. Also, there are different ways to express the same idea to different people under different conditions. If you want your son or your daughter to do something for you, you might ask them in a different tone, with a different vocabulary structure, than you would use to ask your boss to do the same thing for you.

Basically, there are two major types of writing, and they overlap. The first type is practical writing. The second type is creative writing. Practical writing is found in letters, outlines, summaries, or series of notes. Creative writing deals with literature. Many students will never be able to write creatively in English as they are not able to write creatively in their own language. But all students can be taught to express their ideas clearly and correctly.

We should help students recognize the different modes of discourse - mainly narrative, expository, and critical, or a combination of the three. These modes may be found in letters, dialogues, poems, essays, or plays. Writing has been called written thinking, so students should be encouraged to express their ideas, thoughts, experiences, and feelings. Any free or creative writing should have content in harmony with the evolving interest of the student. That is a very important point. If the student is not interested in what he is writing, the composition is not going to be nearly as good as if it is something he is really into. When feasible, students should be able to listen to music, plays, and speeches. They should look at and discuss works of art - examine pictures for details of color, shape, and form. They may view films and slides, filmstrips, read materials in many fields of interest, and should listen to talks and lectures by guest speakers.

I have a handout called "Guided Writing Activities." There are 18 beginning activities listed before creative writing. There is another handout on the differences between a child learning the first language and the adult learning the second language. It has 16 other written activities that use a combination of listening, speaking and reading exercises.

I said before that dictation is one of the writing skills that should be practiced in class. If students are on a beginning level, be sure that the material has been gone over. They should have pronounced it and know the meaning. You could give dictation on a poem or a paragraph they have read, a song they have sung, a dialogue, or basic sentences used in the English 900 course. With the intermediate and later stages, of course, make the material more difficult. You also could use an original paragraph you have composed. Dictation helps to illustrate the structural item or cultural concept we are trying to convey.

Oral comprehension also provided excellent practice in listening and understanding as well as in writing. A short paragraph could be chosen which contains a complete idea about which you can ask four or five questions. The answers should be able to be taken almost exactly from the paragraph or with very few changes so as not to make it difficult for the students.

A freer and more creative type of writing used at our school and recommended is future study - on something of interest in the student's environment, or a timely cultural topic - with the guidance of the teacher. Titles of the different themes can be placed on the blackboard in the order in which they are given. Then there should be some oral discussion of the topic by the students. They might suggest other ideas to be included - different students will come up with different ideas. The student then can discuss the logical sequence of the ideas on the board and try to put them in logical order on the second part of the board. Next, on the board next to each idea the teacher would write the structure and vocabulary items needed to develop that idea. The teacher would give several examples of each of the structures for the words and new vocabulary, and would try to show how they are related to the composition theme. If there is time, a drill should be done for pattern practice of the new items for the student's composition. Individual students then express one or two sentences under each idea using the language items on the board. Finally, the students begin to write only the introductory paragraph in class. The teacher can go around the room checking to find one or two paragraphs that look promising. Have one or two of the students read their paragraphs to give the class the idea of the way the thing should be developing. After all that is done, questions are answered, and everybody has some feel for it. Students should copy from the board the topics in logical sequence and be asked to complete the writing at home. Give them a reasonable amount of time on the composition, maybe one composition every three weeks to leave time for correction and rewriting.

Creative or freer writing can evolve from numerous activities. Its contents would be triggered by many sensory experiences or discussions. In talking about writing, ask yourselves some questions: What kind of writing should be given priority at each particular stage? Has student instruction in the native tongue and in the foreign language prepared them for this kind of writing? (If the students go into this writing without the necessary preparation, it will frustrate and discourage them.) How can they enrich their ideas and their vocabulary? How can they be guided into small sequential steps to use writing as another effective means of communcation? To be certain that student effort will be met with a feeling of success, the request to "Go home and write" should be made only if you are reasonably certain that the student has been adequately prepared.

Today, although we have treated the development of each of the language skills separately, we reemphasize that each skill reinforces the other. No skill is developed without continuous and extensive practice; no skill can be maintained unless it is frequently used. Planning and continuous and extensive practice of the material that has been taught is constantly reintroduced and consolidated, since new material is a major responsibility of the teacher of any foreign language. A good book called The Foreign Language Learner, is a guide for teachers. It has much really good information.

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There comes a time when ESL students have fulfilled most of the criteria for communcation and are ready to move into some more work with English. But, they still need work in reading. That is where I come in; I teach ABE reading. Many of the ESL students from our Center come to me when they think they have developed a certain level of competency in oral language expression.

The problem is that until very recently, we didn't have an adequate assessment technique for moving the students into the ABE program. I was somewhat frustrated in dealing with some students because we couldn't communicate with such things by asking them to draw a circle around a picture. They could tell where they live and how to get somewhere - conversations they had learned in the ESL classroom - but they weren't used to dealing with an academic situation in English.

So to help me place these students, I decided to look at some tests that already were developed. I investigated the Albany tests - which we had used for ESL student placement. These proved inadequate because they covered mostly conversation kinds of things. The Illinois Test of Basic Skills is very good, but not specific enough for our purposes. I tried to develop something that could be used as a specific transferral from ESL to our particular ABE program. We now use the Merrill Linguistic Reading Program. I know there are mixed opinions about this program. I would like to say that I have found it very successful in working with ESL students. One aspect of the program I like is that there are very few pictures, so students don't become dependent on pictures when they are reading. I think pictures serve a purpose when the students are speaking, but in reading, the students can become too dependent on them. Another advantage in not having all the pictures and cute little things in the books is that the students don't realize that they are reading children's books.

We gathered some of the criteria that Merrill sets up for readiness in that particular program and also some of the placement materials I had used previously, and we developed our own assessment. We found it rather effective, because, as was mentioned before, often students can read much better than they can speak English, and using a reading test for assessment is not really too useful.

I will review some of the objectives in this assessment. We have copies of it for you to look over. I don't make any big claims for its validity outside the doors of our Center because it might not be the best thing to use in a different reading program. But it does have fairly basic criteria for use in any reading program. Therefore, it would not be too difficult to adapt it to your own purposes.

The first part of the test deals with matrix patterns from the first level of Merrill's reading patterns. Matrix patterns are the endings of words, such as "at" in the words cat, bat, and fat. The second part of the test is the list of the first 27 words in the Wide Range Achievement Tests which I had used before as recognition tests for placement. The reading level is only about the middle of second grade on that part of the test. I feel that if students cannot identify some of these words, chances are they are just not ready to go into ABE reading.

The third part of the test is a sample directed reading activity. A directed reading activity, as I am sure some of you know, is a way of going about a reading lesson in which the student is introduced to the lesson, reads it silently, is asked some questions about his comprehension of it, and then reads a portion of this selection orally. This is taken directly from the Merrill placement test.

I have adapted the next three parts from the readiness criteria that Merrill set up. The first is listening ability. This is essential; students must be able to understand what you are saying. One way to test this is to present the students with a set of pictures and then read a sentence. They are to circle the picture that matches the sentence you have read. The next part of the listening ability portion of the test is saying one word rather than a sentence. Here they have the same choice among several pictures to circle.

The third part is called arbitrary discrimination. This is different from listening ability. Here we work with minimal contrast; that is, with words that have only one sound different from each other. For instance, in cat and bat, the one sound that is different is the first sound. Students are given three samples of minimum contrasts - one in which the contrast occurs in the initial position, the first letter; one in which it occurs in the medial position; and one in the final position.

The next main part tests ability to follow directions. Students are given three pictures in random order, and they are told to draw a circle around the bell or to draw an X through the cup or a line under the fish. It is just a matter of following directions - the kind of thing you would use in your reading lessons every day.

The final part of the test is an informal assessment of oral language and expression. This could be anything. You have to get a feel for it. If you feel that students do not understand anything you are talking about, then chances are you will not pass them on that portion of the test.

They have to pass most of this whole assessment to be accepted into ABE reading. Otherwise, they should be doing more work in the ESL. You see on the scoring sheet included with the handout the number of errors that are allowed and that kind of thing.

Now one might say that this is another sample of preparing students to move on within the academic system without preparing them for the outside world. I think that what we are doing here is simply helping them to prepare for any kind of academic situation. You know, just becuase it is in the program doesn't mean it is irrelevant. They have got to go through some kind of educational process before they can deal with other kinds of things. So I think it is not really that formal; it is not as formal as it sounds.

A lot of the test is, in fact, very informal. We use intuition about how well the student could function in our classes and, I might add, we use this intituion only on borderline cases. It is usually fairly clear whether or not a student can handle an ABE reading class in English. If it is not clear and there is some question, then we use this assessment and draw our conclusion from that.

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We are working on a project in IU 13 that I think will be useful to you. Let me show you very quickly some basic data on things we are doing.

We are talking on a nationwide scale about 130,000 persons male and female, children and adults, 93 per cent Vietnamese and seven per cent Cambodians, Thai and other Oriental groups. The educational level of these people is very low. Less than 15 per cent have less than a high school education. Forty-five per cent have a high school education, over 20 per cent have college educations, and five per cent have post-graduate educations and degrees.

In language skills, there are one-third at each level; that is, low, moderate, and good. Ten thousand adults were given work samples to determine what they were doing before they came here. The predominant occupations were technical, clerical, sales, managerial, service, and mechanical. Five hundred eighty-four were informed in food processes.

I would like to add something to the list of commands for ESL. First, a command of ESL should enable that student to do something after he leaves each class that he couldn't do before. He has to go out and function. He can't go through a three-year sequential program; he doesn't have time. He is the head of a household and has eight children. Think about it.

Basically, we are doing three things: first, developing basic education and curriculum for ESL. I have been involved in language study, language teaching, writing curricula supervision, and administration for almost 30 years. So I can say something about it. I think that sometimes technology and techniques have such an impact on language teaching that I am sure that our view of language teaching is effectual. We have to try to get people out of the classroom and doing things outside of class.

Second, this curriculum is a basic curriculum. We cover 12 units in 36 weeks, nonsequentially. Each unit develops the same basic language patterns, and a few other things I will talk about. Along with this, we are developing a teacher's manual and bibliography, and a traveling in-service program that will be available to school districts throughout the state of Pennsylvania, hopefully by the end of the summer. So, if you in the local districts want to take advantage of this, it will be available.

Third and finally, don't forget the purpose of all this. We are establishing a vocational assessment for teachers and some counseling techniques that will be useful to you. We will talk to you about these later. It will all be coming out in paper.

To explain basically what we are doing and our purpose for the ESL program, I should say that we divide people by job and language skills. What do they know about English and what can they do? Depending on the level of the person, there are three phases available in the program: improvement of language skills, vocational evaluation and general counseling.

Let's take, for example, the person who has no skills and no language ability. What we hope to do is show him that he has to improve his language skills first before he can do anything else. This is what language teaching is all about. Language is not an end; it is only a means to do something else. Then he goes through the vocational evaluation. What can he do? Can he do the skills? Hopefully, he ends up being employed. But if he does not do these things, he will end up still being unemployed.

So, what this program involves is that each one of these adults is screened for both language and vocational skills. He has a screening interview to determine what he can do. Finally, some recommendations are made as to what the individual should do. Should he go to an ESL class? Is his language good enough that he can go directly to vocational evaluation? He may have good enough language skills that he can go into a group counseling session, because one of the biggest problems is that these people do not realize what the job market is in the United States.

What is ESL doing to acquaint him with these practicalities? Why can't the ESL students be prepared with vocational terms, trade terms - words these people will have to use if they want jobs? These are things to think about.

Right now, there are five federally funded student loan programs for education grants. These things are available. This is where the counseling program comes in. I will be glad to talk to you about this. We hope this program will be available by the end of this summer, and at least parts of it and the curriculum by next September.

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As a language teacher, I agree with Don Carl; we need pronunciation drills and minimal pairs, and we need sound discrimination exercises. One of the things we have done so many times is to have our students sounding like a chorus of angels going through the "t" to "th," for example - "train, through, tank, thank ...," and they do sound beautiful. Who can discriminate which ones have the "th" when they say "through," though it sounds so nice. We walk out of class congratulating ourselves and our students and yet we go right back into the same confused pronunciation. In other words, what are we doing to get sounds - to get grammar into the ESL classroom?

I think we have been operating in an artificial atmosphere. It's confined. As a language teacher, I think that one step for adult ESL is to take it outside of the ESL co-op.

What can be done in the ESL classroom with which students will come in contact on the outside? It could be through substitution drills, sound discrimination exercise patterns, response drills, free response drills, ask-no-questions, and things such as this, which are all pertinent. There is a tremendous book on all this by Earl W. Stevick, Adapting and Writing Language Lessons. If you call IU 13, they will tell you where to send for it. I think it is about $4.25.

One of the best tools is the associated topical matrix. What do I mean by that? We have an ESL adult student. What are some of the situations in which he is involved? The usual book - and you may know many books like this - deals with how to get from a train in Buffalo to go to New York. Who cares? We have to make it relevant for that person in the language classroom.

Take money management as an example. An ESL student walks into a bank. Who comes up to him? With whom is he going to talk? It might be the receptionist. He might then have to go to the teller, or to the bank president. What are they going to talk about? Well, simple greetings - "Good morning," "Good afternoon," "How are you?" - things like this. If it concerns a loan, he goes to the loan department. He might want something dealing with house improvement, or to buy a car. Now he is going to be back and forth. As we both said, we are keen on both listening and speaking.

Therefore, we have to take many things into the ESL classroom to make it real for the adult student. That's the name of the game. Each student needs a variety of skills to function well within our society.

In other words, our philosophy and our job is to get them all out of our classroom and functioning in our society. "Society" is the grocery story, the doctor's office, and the emergency ward of the hospital. The students need to supplement their vocabulary with meaningful vocabulary in the form of dialogue.

Thus, relevancy in the ESL adult classroom is of the utmost importance. Hearing different things such as we don't have "Volvos," we have "Wolwos" - all of these types of things have got to go. What the student is going to hear on the job - in Ephrata, down at Moyer's Garment factory - is what's important to give him. Again, the important thing is to get him using the essential and practical vocabulary back and forth in, and also outside of the confines of the educational structure.

I want to say one more thing. What essentially are we trying to do? What do the school program and ESL have in common? It means this. If we can get an ESL student counselled, get him a job and get him into a factory, we can then go and find out what kind of job vocabulary he is using. Bring that vocabulary back into the ESL classroom, and make it relevant for the next student.

DISTINGUISHING RHETORIC FROM REALITY AT THE FEDERAL LEVEL

James Dorland, Executive Director
National Association for Public Continuing and
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I come to you from the land of rhetoric, so actually, for me to distinguish rhetoric from reality at the federal level is a distinction that I just can't deliver. We have other words for rhetoric and so do you, so I looked up rhetoric in my little Columbia desk encyclopedia. It said, "rhetoric: see oratory." "Oratory," it says, is "the art of eloquent speech."

In ancient Greece and Rome, oratory (which is composition and delivery of speeches) preceded rhetoric and was important in private life and public life. But with the development of parliaments in the 18th century, great political orators appeared.

My little desk encyclopedia continues, and this will give you an idea about its age, "Recently, oratory has become less grandiloquent." I guess that mean it's more conversational, as in the fireside chats of President Franklin D. Roosevelt. But I suspect the level of the eloquence has not improved much since then, even though we have another medium to deal with - television.

Now obviously, I don't have to tell you that I'm grandiloquent, but I hope I'll do more than ask a few rhetorical questions. My understanding is that a rhetorical question is one for which you aren't even sure that there could or should be an answer.

I'll now give you my only quote: "There is truth and beauty in rhetoric. But it oftener serves ill turns than good ones." That's William Penn. I did want to come up with a Pennsylvania quote on rhetoric, and I think William Penn had the right idea there a few years ago.

Okay, I'm not going to try to distinguish rhetoric from reality at the federal level. I'm going to tell you some of the things that have been said and proposed recently, and I'm going to ask you to make your own distinction.

I'm going to cover rhetoric or reality in four areas. First, I'm going to talk to you about President Ford's budget request for next year. Second, I'm going to talk to you about interassociation cooperation. Third, I'm going to talk about lifelong learning. Fourth, I'll discuss a more recent development that I'm calling the protective function of adult educators.

I'm not sure that everyone has followed the President's budget request. On January 21, President Ford sent to the Congress his plan for education for the fiscal year beginning October 1, 1976, and ending September 30, 1977. I am assuming that most of you know that starting this year, the federal government is going into a new fiscal year. So we are currently in a 15-month fiscal year, and then we'll start on the new 12-month cycle, which always will be October 1 to September 30.

President Ford suggested that this great program of adult education which has been funded federally and categorically since 1964 be eliminated as a specific program. The carrot the President is holding out before the states is something he's calling the Financial Assistance to Elementary and Secondary Education Act. He's suggesting that money that has been spent for the various categorically funded programs over the years be turned over to the states in one lump sum for states to do with as they please, to establish their own priorities.

I've been in your state often enough to know the decision makers in the state of Pennsylvania haven't put adult education at the top of the list financially. If we withdrew the federal dollars from Pennsylvania, you wouldn't have much in the way of adult education. I see this new proposal of President Ford's as one which would decimate adult education all across the country. We are opposed violently to President Ford's suggested revenue sharing for the states.

That's the Adult Education Act. Many of you are interested in Title I of the Higher Education Act - the President is again suggesting zero funding. If he gets his way with that Title, there will be no money for adult education in it. Furthermore, he's suggesting that some of the emerging programs being funded this year for the first time with very minimal seed money - such as community schools, consumer education, and metric education - be cut in half next year. For example, community education which gets three-and-a-half million dollars this year would get 1.77 million next year.

The very real situation is that if President Ford's budget request passes into legislation as scheduled next week, adult education as we have known it in the past decade will be dead.

Now - is that rhetoric or is that reality? Fortunately, in our country, there is a legislative process of checks and balances regardless who is President. Ours is a process by which elected representatives help make the decisions. I just wanted to alert you to the fact that there is very real danger in the President's budget request. It will happen if the Congress lets it happen. Is that rhetoric or reality? We're somewhere in between right now.

Let's talk about the idea of interassociation cooperation. Those of you who are members of NAPCAE and receive our newsletters may remember one in which our current president, Rose Mary Pattison, suggests four goals for our association. One is unity among professional organizations. I'm delighted that, here in your state, there is going to be some discussion about closer relationships between PAAE and PAPCAE. I'd like to say, here and now, that I'm highly supportive of closer cooperation in whatever form it might take.

On the federal level in the recent years, I'm glad to say that various groups in this splintered and fragmented area of adult and continuing education have been at least talking together, and occasionally doing more than that. All of the major groups have aligned themselves since 1970 in the Coalition of Adult Education Organizations. The Coalition includes the community education group, the American Society for Training and Development, and others. Although we are struggling, we're trying to achieve unity.

Furthermore, there is no question in my mind that there is an overriding need for some kind of national adult education center. There is a tremendous need, in my opinion, for some place where we can have a physical center, hopefully in Washington, D.C.

Much rhetoric has been delivered on interassociation cooperation. I'm now convinced that if you want action-oriented things to happen in our field, the emphasis has to come from you people. Whatever you want to have happen in your national association is going to happen. The decisions aren't and shouldn't be made by a few of the self-anointed ones, myself included I guess, who happen to work at the national level and think that we know what's good for others, when in fact we don't. We are there to listen to you. But, if we are going to do more than translate these words, these somewhat pious words of "let's all get together," something has to happen. You people can make it happen. I know you are considering a potential action toward unity in your own state. And when unification occurs at the local and state levels, it will happen almost automatically at the national level. That's the second of the four big items.

The third item is to talk a little bit about lifelong learning. We've been mouthing the cliché for a long time. I remember as a local director in Ohio, I had on my stationery one year - "learning is a lifelong process." I remember being unsure if lifelong was one word, two words, or a hyphenated word; that's about how sure I was of learning as a lifelong process. I said it, and I thought I believed in it. But, the more I'm thinking now about lifelong learning, the more I'm realizing how terribly complex and all-encompassing is this philosophy.

Consider some of the things in which we are involved. I just want you to consider each one separately while thinking in terms of lifelong learning. There is a bill in the United States Senate - a proposed Bill S2497 - introduced by Senator Walter Mondale. He's a Senator who had enough stature to say last year that he didn't even want to be considered for the presidency of the United States. Even though he might be fairly well qualified, he was smart enough to say he didn't want to get into the rat race. He was interested in bigger things, I guess, like lifelong learning. But he did introduce a bill last fall.

Senator William Hathaway - one of our educational leaders from the state of Maine - introduced a Continuing Education Act which has some similarity to what was called the Lifelong Learning Act. They're currently in the committee process. The full Committee on Labor and Public Welfare will be considering them in its mark up sessions starting March 1, but the United States Congress is going to be thinking about passing, we hope, a major piece of legislation on lifelong learning.

But what is lifelong learning? Is it adult education - or what? Let me just mention some of the possible complements of lifelong learning. Let's just throw out some terms to consider. We no longer have "higher" and "lower," but we have K-12 and postsecondary, including all of the technical institutes. Now that postsecondary is for credit, obviously it's part of the lifelong learning process. And if we talk about lifelong learning and leave out early childhood/parent education, we are missing out. Throw in a little touch of career education, however you define it, and add to that adult education or continuing education, however you define it (I think we have some basic understanding of the difference between the two). Add to that community schools or community education. I'm pretty clear in my own mind about the difference there. The community school movement is using schools as community centers day and night, weekends, summers, and making it the actual center of the community. Community education is a little larger and more comprehensive. Community educators suggest that it is a process involving multiplicity of agencies that coordinate their actions. We understand that it is an emerging movement. It is federally funded now in addition to all the millions that the Mott Foundation has contributed, so I know that you are considering where community education can fit into your own state department structure.

You know, one of our catchword phrases was "the right to read." The right to read goes across the board all right, but when you start putting all those things together, all of those various programs or whatever you want to call them, and consider this whole concept of lifelong learning, it has tremendous implications. It has tremendous financial implications; it has implications of all kinds.

We in this country are just starting to debate and to consider the implications of lifelong learning. Many people are saying lifelong learning is good per se. But the debate will continue, and you'll have a chance for input on many occasions. I'm not going to try to suggest to you what lifelong learning is, but the federal government is going to become a part of it, the state government is a part of it, and it's going to have implications for all of us, because it includes the preretirement, the retirement, and all the other kinds of programs.

Okay. The final area is front and center with me. I didn't know how else to state it, but we call it the protective function. There is another way of stating it. - "adult education under the gun." No matter how good we feel about what we are doing, and obviously we must feel good about it or we wouldn't be doing it, adult education is in danger. The danger is not just from fiscal conservatives who make suggestions, and I don't want any implication that because President Ford in his budget request for next year has suggested this, this, and this, that I'm saying that he's wrong; I'm just saying we're opposing him. He has reasons for suggesting those priorities; other things come through more important. But fiscal realities really are hard on adult education.

I suspect that many of you have heard what happened in New York City. You may remember the education of Hyman Kaplan and the great tradition of night schools of New York City. Perhaps you know that on February 1 of this year, New York City closed down its 128-year-old adult education program - shut the doors, closed every adult center, cut off the funds and its 128-year-old tradition - ironically, in our bicentennial year. The year in which our two national associations are going there for our annual conference this fall to look at their great program which is going to be closed. This is the place to which people come from other lands. Many of our ancestors landed at Ellis Island and came through that system. They weren't talking about much money.

In January, it was my privilege to write a fiery letter to the President of the Board of Education in New York City protesting the closing down of this great program. And I was up there to a meeting of concerned citizens. When you get into New York City and hear a bunch of angry citizens, that's really some kind of a trip. But this is the letter I got last week from Isaiah Robinson, the President of the Board of Education of the city of New York.

> Dear Mr. Dorland:
>
> This is to acknowledge receipt of your letter adding the protest and expressing the deep concern of your association about the extremely stringent budget cuts that now affect the closing of our city's 128-year-old adult education program. The closing of these facilities which have been so helpful and beneficial to thousands of New Yorkers serviced over the years

is indeed painful and, as you indicate, may cause tangential repercussions.

As you know, legislation passed by the New York State legislature a few months ago made the Board of Education an agency governed by the city, and as such subject to the regulations developed by the city and the emergency financial control board. The division of high schools has again had to reduce its budget by four million dollars. This newest cut is in addition to almost 60 million dollars cut in the past year.

Needless to say, we are fully committed to affording every student the best possible training. Toward that goal, the division is determined that its funds be used for those programs mandated by the state, the education of high school age students in the day schools. Accordingly, we have to eliminate tax levy support of eveing trade schools, virtually eliminate evening high schools and eliminate continuing education programs that cannot be self-sustained.

I have enclosed for your further information the news release prepared for distribution on January 31, 1976. We must face the diminution or curtailment of programs and services that were formerly enjoyed. The city's problem with respect to balancing its budget will certainly cause this agency and all other New York City agencies to make radical changes and unpopular decisions. We must anticipate more of the same the coming months and years ahead.

Thank you for your interest. Hopefully, funds for the resumption of these facilities may become available in the next budget. I, on behalf of my board, welcome you and all the delegates to our city during this bicentennial year and sincerely hope the spotlight on your National Conference for Adult and Continuing

> Education will cast needed illumination on these darkened centers, and in some way highlight the need for the resumption of these programs and the reopening of all adult education centers.

This letter came at the same time the governor of New Jersey suggested, in his 1977 budget, total elimination of adult education as a state-supported activity in New Jersey. That would mean the closing down of their resource centers, their state aid for leadership at the local level, etc.

My wife and I live in a so-called affluent county, Montgomery County, Maryland. It is somewhat infamous because we have such high taxes and get so much federal support because of federal employees living there. Our county is 20 million dollars in the red, and our board of education was considering curtailing programs. Guess which program they considered curtailing? Adult education. We protested strongly, and so, instead of eliminating it, the board of education raised the fees for all self-sustaining programs.

The rhetoric is "lifelong learning is great for everyone." Conceptually, we all are in favor of adult education; we all are committed to it. The reality is that decisions are being made every day which affect us. We can no longer be passive educators interested only in curriculum programs, methodology, etc. We have to be activists, in a sense.

I can't tell you how to be an activist in your state: I don't know all the issues. But I do know there are many things that need to be done. I can't come here and say that I can suggest to you how to distinguish rhetoric from reality. I can suggest to you that as people interested jointly in helping to meet the educational needs of adults, we really do have our work cut out for us.

I'm not bringing you greetings from NAPCAE, nor greetings from President Rose Mary Pattison, nor will I tell you that Ethel Matthews is one of my bosses just because she's on our NAPCAE Board of Directors, or that I've enjoyed working with all of you over the years; I think that's behind us. I think we have a tremendous opportunity, a tremendous task, in the immediate months ahead. I'm glad to be part of the process, and I wish you well as you try to distinguish rhetoric from reality.

TEACHING STRATEGIES AND SIMULATION FOR THE CORRECTIVE READING PROGRAM

Chris Snyder
Consultant
North Eastern York County School District

We are going to start by taking the placement test for the program. Since there are so many of us in here, and I am not sure if all of you have a copy of the materials that I brought along, I would like five or six people to volunteer to come up and be my group of "poor readers." I would like the rest of you to follow along with the copies you have.

I am going to administer the test for this program. Ordinarily this test would be administered individually to each student. It is oral and takes about five minutes, but since we have a time factor, each of you four people will read a sentence in turn. Do not be afraid to make a mistake as you are doing it; in fact, think like a poor reader as you are taking this test. We are going to start with Part A - Story Reading, and continue right through Reading Words. This an excerpt from one of the first stories in the actual reading program.

(After the test) As they were taking the test, I was marking on my test the errors that were made in the reading. As you noted, there were a number of errors made, and there were different kinds of errors being made. There were word reversals, word substitution, suffixes omitted, and other general problems.

This test is scored by counting the number of errors on the test. I counted 39 errors among our volunteers. This would make these people eligible for the corrective reading program. A score between 14 to 45 errors indicates that a reader could be placed in the program with hopes of achieving some success.

I teach elementary children, but I think this program has applications for adults. The program is a very frank, straight-forward approach to reading problems, and is presented in a way that provides opportunities for success. Comparisons and contrasts for practice are built into the program for a very direct approach.

The poor reader has a number of problems. You cannot say the poor reader just reverses words or that the poor reader does this or that. The only way that a poor reader really is consistent is in being inconsistent. The idea behind this program is to set up a structured approach with goals and behaviors that the reader can achieve as he goes along gradually. This program sees the solution to poor reading through teacher a reading behavior, and not by a reading lecture.

Discriminations among the words are given by repeated comparisons between word pairs such as "then" and "when." The sentence structure is tightly controlled; a low probability sequence allievates the problem of contextual clues and guessing. Later, when I show you the student's book, you will notice that something is missing; there are no pictures. Illustrations lead to contextual guessing, and without them, the reader must look at the words in front of him. The teacher also directly instructs the student through "word attack" skills.

Motivation for my children is through the usage of contracts and points. My children are working for points they get for doing very well with the things that have been presented. In some cases, they trade in the points for a grade, and in other cases, especially with the younger children, they work for a hike instead of class, or maybe for a popsicle. I think the motivation for the adults would be the fact that they realize they have a problem in reading. Since they have been interested enough to sign up to take a course to help themselves, I think that shows motivation right there.

The program provides three basic kinds of teacher materials. The first is the Teacher's Management and Skills Manual. I think of this as a Bible. It has all the philosophies of the program, the answers to various questions that might arise as you are going through the program, and various strategies that are used.

Second, there is the Teacher's Presentation Book. This book has daily lesson plans for all lessons in the program, and it has specific exercises and instructions for use with the class.

Third is the student material, which is their storybook. The book contains not only the stories, but also the contracts that I use with my children and the behaviors toward which they are working. There are 155 lessons in the book and every one is perforated; everything is consumable. In the beginning, the stories are rather short. They range from 229 very controlled words in the beginning up to about 850 words toward the end. After Lesson 90 in the programs, comprehension questions are asked at the end of each story.

The actual lesson is divided into three parts. The first part of the lesson is called the "Word Attack Skills." That is what it is called to the children or to the adults. Three basic kinds of exercises are used during the word attack part of the lesson. First, the word is built up. This is like taking a base word in the series, such as "op," and making build ups by adding "dr" to make "drop" and "ping" to make "dropping."

The second type of exercise involves lists called "similar lists." The reader is presented with words that have similar letters, such as all words with a short "o" sound.

The third type of exercise is "random list." A random list is exactly what the name applies; it is just a list of words that they identify to give them the confidence needed to go from the build-up part of the exercise to reading the story in their book.

We usually have group story reading, and everybody gets a chance to read out loud. If a mistake is made, the teacher corrects it. The student rereads the sentence the right way, and we move on. Occasionally, we ask comprehensive questions as we go, but posed very directly so that the child or adult can go back and simply reread the sentence that they have just read in order to answer the question. This acts as reinforcement for the words they have just read. The teacher keeps track of the errors, because with the contracts that I use, the fewer errors the children make, the more points they get. As I said, this is their motivation for improving their error rate.

After that, we go into what is called the "check out," or the "independent study." The student is given his second chance to approach the story. You may notice that the two stories you were given have been asterisked every so often. The asterisks mark off every 100 words, and when the student checks out, he is asked to read 100 words. As he reads, any errors that are made are noted on his copy of the paper. That copy of the scoring is returned to the student, and he is given a third chance to work with those words, and to concentrate especially on any that may have been circled as an error. Hopefully, by the time he is ready to read the story for the third time, he has had enough time to concentrate on any errors he has made and he can read the story at his best.

I would like to take you through a couple of these lessons to show you what it is all about. I would like some people to volunteer again. I might add that this program is taught in a rather plain setting. I just have a blackboard, and there is really nothing around to distract students from what they are doing. Everything is very basic and totally directed, as are these skills.

Most responses are in unison for reinforcement. Some signals are used for direction. The first one is generally used with work on the board or with charts when I am asking for a specific word or a specific sound. I point to the letter, but I do not touch it. At that point, I ask, "What sound?" I pull back, and when I touch the letter, I expect the students to respond with the answer. In this way, the whole group gets a chance, nobody feels left out.

The other signal used is this: I hold up my hand for attention and ask a question such as, "What is the title of today's story?" I bring my hand down, and when I close my fingers, the response is given.

Volunteers work through a series of directed exercises. Questions which follow were raised by the audience.

Question: May I assume that the children not only know the sounds but they are introduced previously to these words?

Answer: Well, yes and no - some are and some aren't. Once they know the specific sound, they are usually able to figure out the words. We go through the list until I am sure everyone is firm, and then we read the story.

Question: I notice on both of these stories that key words basically are tongue twisters. Do you find this is causing a problem?

Answer: The idea behind that is to get the reader to slow down, really to stop and look and analyze each word as he goes along. Basically, this keeps him reading very slowly.

Question: Do you find your students look down on each other if they do make mistakes, or do they really respond quickly?

Answer: They do the latter. The children are not allowed to say that another person is dumb and that he is a bad reader. That is a taboo; they lose points for that. This is a group effort.

Question: Is this the lowest level that you have in publication?

Answer: Yes, this book is the lowest. The programs start with third graders who are eligible. You will probably notice by looking at this book that most of the sounds are "a" and "o" sounds. It is very controlled, and the students will deal with the "o" and "a" sounds throughout all of the lessons. Of course, the further you go along in the program, the more sounds they will be adding to these.

Question: What company has this program?

Answer: SRA

Question: Suppose that we have among our adults those who will pick up a newspaper and try to sound the words. Wouldn't they be frustrated if, for instance, they kept saying the "ou" sound for words such as "could"?

Answer: Yes. A word like that in this program would be treated as an irregular word. In going through the process of sounding the "ou" words, I would pronounce "could" the way we would say it and explain that this word is an irregular. I do not give any explanation; I just call it an irregular.

In other words, I build up from their practiced sounds; I create words they would know from these sounds. Some of them are medial sounds, some of them are beginning sounds, some of them are ending sounds. Then, finally, the "word attack" of this lesson would be completed with another random list of words. These would be words they would encounter in the story, and as a group, they would be asked to identify the words. In no part of the lesson do you continue until you are sure that everyone in the class can say every sound or every word with which you are working. Then you go on. This may take you ten minutes or fifteen minutes, depending on how well it is received.

Notice that the subject and content of the stories have gotten more advanced. Most of the more advanced stories are written with humor in them. The sentences become longer, the structure changes somewhat, with the story first on one side of the page and then also on another. At the end, the child is asked to answer the comprehension questions. We go over the answers and then provide an opportunity to improve on the corrections they have made.

Question: Do you find that the students are interested in the contents of the story? Do you think adults would be?

Answer: Yes, I do think they are interested, more so than in any other program material I have seen.

Question: How would you set this up to work in individualized instruction rather than on a class basis. Would you have a class full of people and go from person to the other? How would you work this?

Answer: Well, I think maybe after I gave them the placement test, I would try to put them into groups. Perhaps the people who have made 14-20 errors on the placement test would be in one group, the people who had 20-35 errors in another, a third group of people with maybe 35-45 errors, etc. I'd do something like that, because each lesson builds on the next. It is very important that they get the continuity the whole way through and don't skip lessons. Just take each as it comes.

I would just like to say that I like this corrective reading program because it is a frank approach to the problem of the poor reader. It gives ample drill and comparison with a high amount of success. For those reasons, it would be an excellent program for an adult who was reading poorly, and because many words are those they would encounter in their everday reading. It would definitely give them a good foundation for further improvement of their reading. By the end of the program, they should be able to read and to sound out words with confidence.

Question: Is there any work on vocabulary and intonation?

Answer: If toward the end of the program, I felt that some of the students didn't know the word we were talking about, I would ask for a definition. We would go through it that way.

Question: How about intonation in phrasing?

Answer: Intonation is not stressed at the beginning. The stress is on reading the word accurately. After about Lesson 30, fluidity and intonation is praised, and gradually it is encouraged. But that is not the first concern. The primary concern is the identification of the word the first time it is read.

Question: How effective would the program be with large gaps in time between lessons?

Answer: Well, it might depend on the period of time you have to spend. Maybe you could get in two lessons a night.

Question, cont.: What I am saying is that sometimes people come today and maybe will not come again until Easter, so that you will not get too much continuous time to work with them.

Answer: It would have to be stressed that in order to get anything from it, there must be continuity. That is one thing stressed with my children. First of all, they are not going to get points when they are absent because they are not in class to go through word attack or group reading. This, of course, has no bearing on an adult. The adult would just have to realize that he is losing out, because there is no way you can go back and repeat a whole lesson. They have got to be willing to come on a regular basis.

Question: At the end of this program, the student should be reading on what level?

Answer: This is suitable for use from grades 3 through 12.

This program has been an offshoot of the DISTAR program. We have been working with that program, which also was developed by Science Research Associates (SRA). It should be adaptable to adult programs.

Question: Do you have a regular class of children?

Answer: No. I have anywhere from three to ten in a group.

Question: Would they be classified as problem readers or just normal readers?

Answer: Neither. These children were referred after having taken a reading test, and they were placed in whatever program the score indicated.

Question: My question is on the length of the story. The length of some of these stories would take a tremendous amount of time to get through on their own. I was just wondering how problem readers would react to something like that? Wouldn't it take them a long time?

Answer: Well, it takes us about 15 to 20 minutes to read a story.

Question: For them to read it silently on their own?

Answer: The silent reading comes in after they have read the story as a group, after it has been read out loud. Then they have that time to go back and study and story silently as they prepare to check out the story with the teacher. They are encouraged to take the story home at night, and in the case of the children, back to their classroom to study whenever they have an opportunity.

REPORT ON THE ADULT PERFORMANCE LEVEL

Lew Donaldson
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Pennsylvania State University

Planning Studies in Continuing Education is an action research branch of Continuing Education at Penn State. Today we are going to talk about the administrative survey concerning the APL, or Adult Performance Level, one of three aspects of a project in which we currently are involved. The survey conducted last year and will be conducted again this year. As a matter of fact, we have some of the materials ready for distribution if anyone here is interested.

Before I start discussion of the APL, I might mention that another aspect of the project in which we have been involved is an ABE assessment. Some of you may have participated in this. I see some familiar faces, so, undoubtedly, there are a few who did. The assessment portion consisted of surveys of administrators, teachers, counselors, and supervisors of the ABE program. Our sample consisted of 60 programs from across the state. We have that data, and we are beginning to analyze it.

The data to be discussed today, however, is the APL data we obtained from students in these same 60 programs. We averaged approximately 25 students per program, trying to include one class in each of these programs, so that our total sample worked out to be something like 1580 students. The last package of data came in only a week and a half ago, so we'll be presenting you with some of the first analyses that have been completed. In fact, we rushed this week, hoping to have some handouts for you.

The APL project began at the University of Texas in September, 1971, and was funded by the U.S. Office of Education. The initial APL project resulted in an actual test instrument - the instrument that we used - which is to be published by the American College Testing Services in March of this year.

You probably have heard about what might be called survival skills, coping skills, and so on. The Adult Performance Level Test really is built around those types of skills. The first sheet of the handout that I passed to you shows a matrix sign which has "Knowledge Areas" across the top and "Skill Areas" down the side. That two dimensional layout represents the basic content of the APL.

There are five knowledge areas, such as Consumer Economics, Government and Law, and Community Resources. Embedded in each of these five areas are five, maybe four, and I think on the sheet that you have - six skills. It turns out that the way the instrument is presently put together, only four of the areas are being tapped: reading, writing, computation, and problem solving. We worked with a four by five matrix. Therefore, there are 20 unique areas which we examined.

As developed at the outset of the APL project, the first step was to survey the literature and to determine the knowledge and skills necessary for adults to master. The second step of the development was to survey state and federal agencies and foundations. Third, the APL project held conferences on adult needs. Fourth, they actually conducted interviews with undereducated and underemployed persons. That resulted in a taxonomy, also on the front sheet of that handout.

After deriving the knowledge areas and skills, the next step was to develop operational definitions for each of these areas. First, they drafted a list of behaviors - behaviors that they felt were critical for adults to have mastered in order to be successful in this culture. That is really a key to the APL development, for, throughout they attempted to identify the necessary competencies that would seem to be required in our culture in order for a person to be successful.

Of course, that definition implies a certain built-in limitation. Since we live in a changing culture, the APL as it is now formulated may be outdated in ten or fifteen years, or less. Therefore, the project requires a continual capability to modify and redefine the needs of the adult in this society.

After they determined the behaviors that seem to be related to success, they restated these behaviors in terms of objectives. Presently, the major objectives in each of the five knowledge ares is broken down into more specific objectives. I believe the lists now contain 65 objectives. Of course, if there are only 65 objectives, they are necessarily broad objectives.

From the objectives, they developed performance indicators, which are test ideas; that is, they developed various means of assessing adult mastery of these behaviors. They then went through several field tests and subsequent revisions. I believe they report that to date they actually have tested somewhere in the neighborhood of 7500 adults nationally. The last of these testings was with the scale as it exists right now, and that was based upon 1500 people.

Through the initial field tests, they developed what they call three adult performance levels. I believe the second page of the handout briefly outlines the three levels and the correlations of the adult performance at those levels. To summarize briefly APL 1 is the least competent adult, referred to by the APL people as being functionally incompetent. This adult has a great deal of difficulty in getting by day-to-day. The middle level, APL 2, is a marginal level. This adult can get by, but with difficulty. APL 3 would be the highest level, the most competent. These people appear capable of getting by in most of the day-to-day tasks required of them.

The categories listed under each of the three APL levels on the handout are what they found empirically to be correlated with the APL test. In other words, the people who scored lowest on the APL test are those who are undereducated, underemployed, and so on. Those who score best on the APL tend to be more successful, more highly educated, the white collar workers, and so on.

Now, here are some of the results of the nationwide APL survey. Overall, approximately one-fifth, or 20 per cent, of all U.S. adults are functionally incompetent. Of the five knowledge areas, the greatest difficulty appears to be in consumer economics. Almost 30 per cent of the population falls into the lowest level, the APL 1. Translated into population figures, that means some 34.7 million adult Americans are functionally incompetent. An additional 39 million are marginally competent.

One of the specific determinations dealing with the individual items of the APL is that given a monthly statement containing gross salary deducions by type and net salary, only 74 per cent of the sample are able to determine the total amount of deductions. This means 33 per cent of the sample, or the projected 39 million persons, are unable to interpret an earning statement well enough to locate the deduction for social security. Another specific determination is that given a series of newspaper Help Wanted advertisements, only 50 per cent of the sample were able to match personal qualifications to job requirements correctly. When given an incomplete business letter, only 20 per cent of the sample were able to complete the return address section.

Incidentally, the sample contained a cross section of all adults; it was not only ABE people, nor only the undereducated or underemployed. It was all adults, which includes college educated. Therefore, there were five to ten or more per cent among the college educated who could not function adequately. Someone who is college educated is not necessarily functionally competent.

I think that this is one of the important things that the APL emphasized: that their conception of adult competency is not synonymous with literacy; that it is really something different from saying that a certain number of people cannot read, or cannot read at a certain level.

About one-fifth of the sample could not read an Equal Opportunity notice well enough to identify a verbal statement which defined its meaning. Furthermore, 73 per cent of the sample, or a projected 83 million adults, were unable to calculate accuratly the gasoline consumption of an automobile. Slightly more than 20 per cent of the sample were unable to write a check without making errors that were so serious that the check could not be processed by the bank. Given three boxes of cereal, only 67 per cent of the sample were able to determine the brand which had the lowest unit cost.

As you can see, some of the estimates are rather surprising. One of the articles called the results "frightening"; another called it "shocking." This past September, the Commissioner of Education held a press conference at which he talked about some of these results - perhaps some of you read the many newspaper or magazine accounts of it. Norvell Northcutt, the director of the project, appeared one morning on the Today Show and talked about these results.

What we are going to present to you now are some of the preliminary results from using this same instrument on a sample of ABE students at Penn State. We haven't had time to analyze all the data. We do have some figures which I think you will find interesting. In most cases, you will be able to compare the national figures with the results at Penn State.

* * * *

Edmond Sequin
Planning Studies in Continuing Education
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I will restrict most of my comments to APL results, but since APL was part of a three-phase ABE project, I will briefly describe the other parts. The first phase of the project was the component analysis; the second phase, an impact analysis; and the third phase, an administrative survey.

The administrative survey is the annual performance report with which most administrators and quite a few supervisors and counselors are familiar. The Federal government requires this report each year but we have found that they have quite a penchant for changing the requirements. We have been working diligently to clarify those requirements - to reduce rhetoric to reality - and to do a fairly good job of reporting for the state. Unlike the other two phases, the administrative survey, a census survey, serves each and every program within the state.

The component analysis was based upon a scheme, developed by Jack Mezirow of the Center for Adult Education and Teachers College at Columbia University, to evaluate statewide ABE programs. He identified six areas of decision-making related to ABE program operation he felt worth of assessment. The areas were recruitment, staffing, instruction, staff development, collaboration, and goalsetting. Mezirow used a discrepancy model to compare the current practice with people's expectations. Through this method, problem areas or potential problem areas could be identified.

We used his study as a point of departure for generating a host of staff questionnaires, to which many of you have been exposed. They ask for very detailed information about the operation of your local program. What we hope to do is to relate this anonymous information to the impact information that we are receiving through the APL and aptitude type questions that we ask each of the students.

There are some important differences in the way the APL test was administered by Northcutt at the University of Texas and the way it was administered to our ABE students in Pennsylvania. To begin with, in the national sample, each respondent was interviewed, individually, by the Opinion Research Corporation of New Jersey who had subcontracted with Northcutt operation at the University of Texas.

Our survey, however, dealt with group administrations of a test. The entire APL test consisted of 67 items. It was a laborious test even for some of the more educated people in the general population, and we felt it would be entirely too burdensome for the people in our local programs. Therefore, we adopted what we called a multiple matrix sampling approach. That is a fancy name for saying that we sampled items and we sampled people. Some people received some of the items, and then through some fancy statistical procedures, we were able to marry the results of sub-tests and project total test performance. We cannot project total test performance for an individual using this procedure, but we can project it for groups of individuals, for different levels, or for different types of programs.

Another important difference was that, in the national sample, the only requirement for the inclusion in that sample was the person be literate. Obviously, we could not apply the same criteria in our sample because we have some people who have difficulty with reading and writing. So to circumvent that problem, we provided each test administrator with a complete script for a tape. The choice of which of these to use was his. So, it was an oral administration to a group of people who may or may not have been able to write.

These differences are important when you interpret the results and compare them with the national norms that Northcutt compiled in his nationwide survey. Again, it is important to keep in mind that the APL survey was of the general population. The figure cited by Lew (Donaldson) showed that two per cent of college graduates are functionally illiterate, according to the APL criteria.

Now, we are calling this preliminary data, and just to illustrate how preliminary it is, the last of the data went into the computer this week. But I think we have a great sample, probably one of the finest samples that I have ever been associated with in terms of its reliability. What we can do with this data is yet to be determined, but we were very anxious to share this with you. Please remember that this data is preliminary and should not be published or otherwise cited without the permission of the ABE project director. I have not had an opportunity to recheck any of the material because our secretaries were working 'round the clock to type and reproduce the findings.

I'll tell you about our sampling procedure. We used the profile from last year's statewide programs to generate proportions in the various cells. By cells, we mean the program levels by program sites. Program sites are identified only as local school Learning Centers or Institutions. In addition to local schools, local districts contain vo-techs and community centers. They are lumped into that category. We collapsed hospitals and prisons, and labeled those Institutions.

Question: I am curious. Fifty of the seventy of the sample were between the ages of 14 and 24. How many of these people are enrolled in regular school programs?

Answer: None of them; these are ABE students. I realize the law reads 16 years and over, but we have in our sample some 14 year olds. I felt that I would do the data an injustice if I tampered with them. I might also add that anchoring the upper end of the scale is a 76 year old woman.

Learning Centers are a pure category; they are so labeled. There were few of those and their character really is different from other programs, so we decided to keep them out and hold them separately so that we could see any kind of performance effects. Of course, there are 1 to 4 and 5 to 8 and 9 to 12 program levels.

We were extremely pleased that we received a 100 per cent sample return. That is why I say that this data is really reliable. We were shooting for 60 programs, and every one responded. So the distribution of programs by level and by site fairly well mirrors the distribution of programs by level and by site that we had last year. As a matter of fact, the 60 programs represented some 25 per cent of the total programs throughout the state last year; that is, roughly 240 programs.

On the breakdown of the distribution of ABE student sample we ran into a bit of trouble. Although we got 100 per cent return on the programs, we did not get a 100 per cent return on the student sample. However, we far exceeded our expectations here, too. We had hoped to get 30 students in each program. We were fortunate, I think, in getting 1580, which includes some 83 dropouts who were personally interviewed. They are included in that total student sample. I don't have anything to report that's unique and different as to why these people dropped out or what differentiates them from people who remained in the program, but it is one analysis that will be forthcoming. We simply did not get to it in time for this session.

Demographic information shows that our sample is representative of the total ABE population throughout the state, and in general, it is fairly representative of ethnic background, age, etc.

Funds permitting, we are going to attempt to run another workshop with the same participants and other interested people who can help us put some real meat into some of the original workshop results. We can interpret the nose off of those things statistically, but in order to make them meaningful, we need some real first class assistance. That is where you people come in. We think you can point us in the right direction. You can interpret it for us. What implications does it have for curriculum development? What implications does it have for policy, in terms of retaining dropouts? That kind of thing.

So I am going to give you your first test right now. Under the years of formal education for our ABE student sample, why do we find 79 per cent in the 8-11 category, yet we don't find that when we look at the distribution by program level? What accounts for that?

Comment: You answered your own question. Why the largest number of formal education is 8-11 and in your other group lower grade level? I think the thing is, the assignment in the class is based on achievement level and not on the number of "grades finished" level.

The APL skill knowledge cells are the 20 cells in a five by four matrix, we have been talking about, which includes consumer economics, government and law, occupational knowledge, health, and community resources crossed with reading, writing, computation and problem solving.

We generated what we thought to be an objective behavior for each one of those cells. For example, in reading and consumer economics, we constructed an objective behavior. We asked each of the students whether they felt they could do tests like this, and then, regardless of their response, whether or not they felt they could do them well enough now, and, if not, whether they would take an ABE course if it could teach them to do tests like that. In the latter question we had a five point scale: "Definitely Would" to "Definitely Would Not". Objective behaviors are such things as: being able to read catalogs, consumer guides, advertisements, and other select business services you may use in your daily life. We have one objective behavior for each of those knowledge skill cell components.

Question: One thing I was very happy to hear you say was that there was going to be a follow-up of the participants to get some input. One thing that disturbed me from the very beginning about this was that the end goals of the individual ABE programs will alter radically the statistical data you have now. For instance, in some ABE programs, there is a direct carry-over to a GED diploma so that the information being taught in those courses is going to be radically different from those ABE programs in which life skills predominate. Therefore, I was glad to hear you say that there was going to be some input, because if you just take the statistical approach to this, what the individual student needs, in some cases, will be negated by the questions that are asked.

Answer: Yes, we are aware of that. We are trying to marry the individual teacher's goals with performance on each of these items. It is quite conceivable that the APL won't be a suitable criterion instrument for schools whose programs are not concerned with survival skills and whose goals do not correspond to this two-dimensional concept of functional competency. I wholeheartedly agree, and we will be examining this type of thing.

We did a partial summary of how well the students felt they could do these steps and whether they would take additional training if training in those skills were offered. This set of data happens to be ordered by the medial response as to whether they would want additional training. That was the five-point scale. Five: I definitely would want to take a course if it were offered; and one: that I definitely would not take a course if it were offered. They expressed most interest in Reading and Government and Law, which had a medium of 4.2. Now you can relate that to their perceived ability as to how they could perform in tests like that. That is the "Can do" column percentage. 24.6 per cent felt that they could do that, which as you know, is a whopping percentage. We can also show the extremes of the distribution for those desiring additional training - those who said they would definitely take it and those who said they definitely would not.

Now we are getting to the information that I like the most. This data begins to tell us what we can do with this APL concept and if, indeed, it is valid. We took those behavioral goals, those things like being able to read catalogs, consumer guide advertisements, and similar materials, and asked students whether they thought they could perform. They told us, but what they didn't know was that they answered that later on, in the APL performance test itself. In that test, we had corresponding data which in fact assessed whether they could do that or not.

We selected one item that best represented a behavioral goal, that generic component, that skill knowledge area cell, and the performance itself. We compared group data as to how well the group felt they could do, and how they actually performed. Seventy per cent of them felt they could read and understand information in consumer economics well enough now. In fact, 68 per cent of them performed on that related item; they could do it.

I like to look at the marginals because they are the most immediately informative. The marginals are the knowledge composite and the skill composite. On the knowledge composite, students perform poorly in Government and Law - .45. They perform poorly in Government and Law, but they underestimate their own abilities in Government and Law. Estimates of their abilities in other knowledge areas show they have some reasonably keen insights into their weaknesses. Only 30 per cent of them thought they could perform well enough, when, in fact, 45 per cent of them could. Of that, 30 per cent was the smallest expression of confidence in their own abilities.

In terms of their actual performance, or what they were able to do, computational skills usually are the worst, followed by problem solving. They were best in reading and writing. However, they tend to underestimate their strengths and to overestimate their weaknesses, in terms of those skills. In fact, 39 per cent could perform computational skills, cutting across all knowledge areas, while 49 per cent thought they could.

You see, in my opinion, this is where we need some help. I think this is the kind of information which would help us generate where we should be placing emphasis. If there is this concept of a functional competency, let's make it so we can all understand, a functional illiteracy: the ability to cope with daily life does in fact have merit.

By the way from my conversations with most of the people in the ABE program throughout the state, I believe that you have been doing this all long. You have been teaching coping skills, you have been teaching survivial skills, and what we really have here is only a convenient way of clarifying this information. It allows us to pull it apart systematically and it allows us to assess performance. To that extent, I think it is a good step forward.

I should add that we were charged with assessing the feasibility of adapting the APL in Pennsylvania, and that was for good reason. The federal government requires that we look at the APL, for it is not a concept without merit on its own.

I think there are two ways we have to look at APL. We do have to ask if we are interested in teaching only those skills that are tapped by the APL. We have to ask, also, if we are willing to accept this instrument for application to our population. I don't think you can escape the conclusion on that. But the answer almost has to be "yes." When you say you want to improve literacy, you must consider why you want to improve it. If you take it a step further each time, you want to help the individual to be able to cope better with his environment and to be more successful. If you can show a relationship in the general population between success and performance on this thing, then why isn't it good to apply to ABE?

Recall the three APL levels - the competency levels that Lew (Donaldson) talked about a little earlier - the APL 1's, 2's, and 3's - the functionally incompetent, the marginally competent, and let's call the APL 3's, functionally proficient. Because that is, in fact, what they are as measured by this instrument.

Twenty per cent of the total U.S. sample of general population were APL 1's. Presumably, 20 per cent of Pennsylvania's general population would be labeled as functionally incompetent. In our total ABE sample across all grade levels, we have 52 per cent identified as functionally incompetent. It seems to me that we are doing a reasonably good job in attracting the right kind of people into our programs.

When that 52 per cent is broken down by level, the percentage of functional incompetence in the sample is inversely related to the grade level. As grade level decreases, the percentage of functionally incompetent increases as it should. We found that the 1-4 programs have some 77 per cent, or, 77 per cent of those students from our sample that are in the 1-4 programs performed at a functionally incompetent level.

Now there are some interesting questions surfacing. For instance, why do we have five per cent in the 1-4 programs sample, who were functionally proficient. It is a small percentage, but nevertheless, they are there.

Now, I am sure you have some reasonable explanations for that. I can give you one. That is, tat the sophisticated statistical procedure we used to generate these results collect four different subtests and must project a hypothetical distribution. Through a series of manipulations then, it tells us what is in the tails of those distributions.

We don't have any problem with the middle. The middle is fairly reliable. That is where the five per cent may have been contributed. Or, there may be some institutional types who are reasonably proficient. I am thinking now in terms of inmates who are passing the time. We have received some really, really clever commentary on some of our survey forms from the inmates.

What is in store? First of all, we have to go back and ascertain that we were accurate in generating these interpretations. We intend to pull a dropout sample because we are interested in the problem of retention. It is my understanding that recruitment is not a problem, since all funds are expended and we appear to be doing the job. We are attracting enough students; we can spend the money - no problem. But we cannot keep the students. We have identified and offered a premium; we have had personal interviews with some 83 dropouts who were outside the program. We also have performance information. Everything that we have on our regular ABE students, we have on our dropouts, plus some more.

One more thing for you - those behavioral goals in which we related their perception - how well they will be able to perform certain tests - we also asked those of the teachers, but in the context: "Do you teach these skills now? To what extent do you teach these skills now? How important do you think these skills are?" That was what I was talking about when I said we would have a way of examining what the individual program and goals were in terms of performance on this test. Because, if we got indications from the staff that they were geared toward GED achievement, we could see if they were different in some way, shape, or form from the rest of the ABE population. I tend to doubt, frankly, that there would be any substantial difference, because the items that are on the APL greatly resemble items that are contained on GED tests.

Question: What are we going to do with the results of these studies? I am curious as to the direction you are going to take? One thing that I thought up was that these results not only point out some of the problems we have in educating adults. They also point out some of the problems of living in a complex society. Not only should we be educating adults how to fill out an application form; we ought to educate employers as to the abilities of these people who are filling out those forms. It is not really necessary for me to know how to fill out a form to perform a factory job. Should I be made to do that, or should the factory be made to collect the information in a way that I can compute?

Answer: I wish I had a pat answer. I really don't know. I would hope that we would sit down as a group of interested people and try to say: OK, what implications does this have for what we are teaching. I was going to get some figures in - Lew already gave some staggering type figures in Pennsylvania, based on the 1970 census estimate. Unfortunately, the census reports do not provide information for the total undereducated population in the state. It provided information for the undereducated 25 years and up, so we had to make some projections. We did this as rigorously as we could for that other component - the 16 to 24 year olds.

The working figure we used to make projections was something like three-and-a half million people. The census reported something like 3.329 million. We estimated that there are close to 200,000 in the 16 to 24 year olds age group that are undereducated. In this sample was a 1040 income tax form of six or seven parts. We were absolutely atrocious in performing on that. Only three per cent got that one part right.

If you used these figures, it means there are something like 3.2 million in this limited population within Pennsylvania that couldn't fill out that little item that says how many total exemptions do you have. You can ask about the utility of information like that, and you did. I was surprised by that figure, but then I thought that most of these people never had to fill out a long form. They do a short form, and that's it. So there is one thing that questions the utility of it. But the concept - the underlying inherent value of being able to read and understand government and law information - is not without utility. And if that, in fact, can represent that skill area and that knowledge area, then it is something we want to tap. How we actually take these results and put them into programs, though, is something for which we are going to need a lot of help. We are not curriculum developers, although we can give you all kinds of assistance. But, it is up to you people to say what the content of these items should be.

SPECIAL PROJECTS REPORT AND PROJECTIONS - 309 PROJECTS

Jack Sittman, Chief
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With the institution of Federal Legislation for Adult Basic Education, and later the Adult Basic Education Act, certain funds are distributed by the U.S. Office of Education to different agencies and individuals as grants for special demonstration projects or staff development projects. Pennsylvania was one of the region's three states able to participate in a staff development project. Through this staff development - actually a special demonstration grant to the University of Maryland - Pennsylvania was able to get into staff development with Indiana University of Pennsylvania, Temple University, and Penn State University. In 1974, the Educational Amendments, which became effective during this fiscal year 1975, legislated that money would be given to each of the states rather than held for distribution at the U.S.O.E. level. Each state must commit 15 per cent of this allocation from the U.S. Office to special demonstration and staff development projects. Since this stipulation had to be built into our state plan for adult education, the project was held up until we got our state plan. Therefore, we are late in getting started this first year.

Upon getting the state plan approved, we did establish some priorities. The first of nine priorities, as published in the Basic Education Circular and also in the Pennsylvania Bulletin, which is the official notification of the General Assembly, is that for the first year of this grant program, there should be statewide literacy assistance and tests to determine Adult Performance Levels. Actually, this is part of a follow-up on the Texas APL study. We wanted to have these Adult Performance Levels related to the state of Pennsylvania, and fortunately, we have the services of Penn State toward establishing this relevancy.

The second priority is that, having established the Adult Performance Levels, suitable programs must be designed to help meet the Adult Performance Level objectives. A grant will be used to help us develop some programs to meet these Adult Performance Level objectives. (I will get into these programs and these grants a little later. First I want to identify the priorities.)

The third priority is the training of personnel involved in, or preparing to, work in adult education programs in Pennsylvania. To this end, we decided to continue working with the three higher education institutions who have been involved in the Staff Development programs over these three years. Since Indiana and Penn State are in their third year at the present time, they were co-sponsors of the workshops this past fall.

The fourth priority is to innovate methods for servicing world adult education needs. We recognize that one of the weaknesses in the adult education program in Pennsylvania is that the needs of the illiterate in the rural areas are not receiving any direct attention. We are hoping to have some goals submitted for this particular priority.

The fifth priority is to establish a link between the adult education and community education programs. We hope to have a proposal that would show how effectively adult education could be linked into the community education program.

The sixth priority concerns a new methods for enrolling students in the Adult Basic Education program. We have had some second thoughts on this. We were interested in increasing the enrollment of the program because we recognize that every year we are actually losing ground. The number of people presently being served in the adult programs is just about at the same level as the school dropouts. So, we really aren't making advances in overcoming illiteracy or in helping people obtain their high school diplomas or GED diplomas. There needs to be some way to get more people enrolled in the existing adult education and GED programs.

The seventh priority is to establish innovative programs related to speaking, reading, or writing English at the twelfth-grade proficiency level or below. These should be ongoing programs to meet the continual need.

The eighth priority is to demonstrate the interrelatedness of various agencies and programs such as libraries and ABE resource materials. Again, this was prompted by the recognition that there were many agencies with both a legislative role and a student role in Adult Basic Education. We want something to show the interrelatedness of this type of program.

Finally, the ninth priority is to establish a system of collection and dissemination of adult education resource materials. After having projects developed through grants for special demonstration projects, the U.S.O.E. was confronted with the problem of dissemination. This was recognized as a serious problem.

We then advertised that we would receive proposals for grant monies to fund special demonstrations or staff development. Eligible recipients of these grant monies include almost every agency and individual, public and private. We were very pleased with the number of proposals received, especially on the short notice we had to give in order to utilize the funds for 1975 and 1976. The biggest problem we have is that the 1975 year funds must be obligated or spent by June 30 of this year. We had $600,000 to allocate in a sensible way in a very short time. To assure this, we put two years of monies together (1975 and 1976 budget years) and ended up with a $1,200,000. We then asked the proposal writers to develop their applications in phases. Phase I would cover that part of the project that could be accomplished by June 30 of this year to utilize the 1975 monies, and Phase II would be a continuation or a finishing of the project with the 1976 monies. As I said, we did receive quite a number of applications for grants.

The decision process utilized was that a special board within the Department received all applications and then recommended that a certain number of applicants develop a full proposal. This was accomplished, but it was time-consuming. We received 29 full applications for grant monies, and after reviewing the proposals, it was decided to fund 26 of those full applications.

Fortunately, eight of the nine priorities established prior to advertising were covered by the applications. Unfortunately, although we had two proposals for that one remaining priority, that of showing the relationship of adult education to community education, they could not be accepted this year due to various factors. This is the only priority for which we do not have a project at this time.

Upon reviewing and notifying the successful applicants, we have 24 successful applicants for projects funded as special demonstration and staff development. I see there are many of the grantees in the group here today. If you have any questions, you might even ask them to explain their projects. We do have available the addresses, names of contact persons, and the starting and ending dates of each of the projects, if you should want that information. I will make a summary statement about each of the projects.

A project listed under the Reading Area Community College is entitled "A Proposal to Determine the Effectiveness of Using Cable Television as an Instructional Media in Preparing Adults to Pass the GED Examination." The thought behind this is to utilize cable television to reach some of the people, particularly in the rural areas, who cannot get into a regularly established Adult Basic Education class.

We have many migrant workers in Pennsylvania, and there is some obligation to service them. Millersville State Collge has proposed to identify adult migrants and to provide Adult Basic Education programs for those identified individuals. Millersville also suggested that they prepare a migrant manual. As a result of this, various projects can be made visible throughout the state. This will establish a priority of service to all areas of the state.

A project, funded through Temple University, is ITP, or the Individualized Training Program. Many of you who were in Meredyth's (Leahy) program this morning heard about this.

You who are in vocational education have heard of VEIN at Millersville State College. We feel that VEIN has been very effective as a resource information center for Pennsylvania in the area of vocational education. VEIN is being funded as one of two collection and dissemination centers of resources and information to the Pennsylvania practitioners of adult education.

Pennsylvania State University recognizes the need for revitalization and for new curriculums to be developed, especially in the communication skills - "putting on band aids," as they call it. The thought is that Penn State, and especially their English department, could develop something that would deal with the problem in K-12 illiteracy that supposedly exists among so many high school graduates. Hopefully, Penn State will develop something that can be of benefit and also involve the adult education programs with this.

Another project is listed through Intermediate Unit 19 at Marywood College. One of the needs expressed even after our workshops is for a Basic Counselor's Handbook. Dr. John Baylan and Frank Myrkalo of Marywood College are to develop a Basic Counselor's Handbook for statewide distribution.

Consideration of the next project reminds me that I forgot to identify one problem we had with awarding these grants. Eligible recipients include private, nonprofit agencies. Our offices never had past experiences working with the private, nonprofit agency and department. Furthermore, the state government is becoming more strict, I guess, than they have been in the past, and they are requiring that these types of projects have a contract form. We have five projects that have not received their contracts as yet because they are private, nonprofit agencies. We are getting approval from the Attorney General's office on the contract format that must be used. Therefore, although in no way will this hold up nor negate the project, it is delaying us in getting the document finalized with these agencies.

The reason I am mentioning this now is that a project is funded through the Dr. Gertrude A. Barber Center in Erie. They have proposed a remedial education program which emphasizes the development of functional skills for adults diagnosed as mentally retarded, either in functioning or in pathology. Many of these adults are multiple-handicapped individuals. We feel quite sure that what is developed as a result of this project will be beneficial to many programs we have, especially in the State Hospitals.

State College Area School District's proposal is to provide additional materials, at a reasonable cost, in formats suitable for the beginning ABE and ESL students at reading levels from one through eight, and with particular emphasis on levels one through four. Again, this is a development and organization of materials for a Center situation that I think can be beneficial to us.

Elwyn-West Phialdelphia Rehabilitation Center's proposal is for developing teaching techniques for the educationally disadvantaged adults in the inner city.

The Elwyn Institute proposes to develop comprehensive adult basic education services and to demonstrate that libraries can be a more effective service to the adult population of all ages. We feel a tie-in with the Library is essential in Adult Ed.

Lehigh County Community College's proposal is for the development and implementation of a service/training program for the mainland Puerto Ricans. It is important to recognize some of the problems our ESL students have in interpreting some job and civil service requirements. Their particular emphasis will be with the Puerto Rican population near the Lehigh County Community College.

A program underway at Bucks County Community College is for the development, implementation, and evaluation of in-service training of ABE and ESL teachers.

Intermediate Unit 8's proposal is to provide a new delivery system for meeting the needs of noneducated adults in the rural areas by using mobile van classrooms. Fortunately, I.U. 8 already has mobile vans for other purposes in their school system. They are now going to extend the use of these vans to take the classrooms out into the rural area to adults who really cannot get into the centers where the classes are now held.

The Delaware County Prison program proposes to create mini-lessons for adults in the social living and mathematics areas, as well as supplementary work in communication skills. The Delaware County Prison had developed some mini-programs in the communication skills and have found them to be very useful. These are types of curricula that can be utilized elsewhere, especially in a county prison situation. Often times the inmates of county institutions are not there for any length of time, so that these mini-lessons are ideal for this population.

The next four projects are through Intermediate Unit 13. The first one is to produce a series of five books and a teacher's manual for translating the APL objectives into relevant reading materials below the fourth-grade level. This has to be related to the Texas APL study and to Penn State's APL program. Fortunately, the offices of I.U. 13 have been an experimental base for the APL work done in Texas, so they have been on the ground floor of these adult performance levels.

The second one proposes to establish an ESL program and to disseminate the program to other intermediate units in which there is a concentration of 20 or more Chinese adults. This will be similar to the existent programs for the Japanese. Since the Lancaster-Lebanon area has a high concentration of Japanese settled in that area, they have had considerable experience in these special ESL classes. Another I.U. 13

proposal is to inform 25 adult educators about the Administration Guidance and Teaching Services offering by Project HOPE. HOPE is a community-centered and county correctional program that has been operating in the Lancaster-Lebanon area.

I.U. #13 also proposed to show how the KET programs can be utilized effectively in the learning center and in the prison situation. We have been very impressed with KET, but we don't know of its being instituted or implemented in any of the programs in this state.

West Chester State College identified difficulty in attending an evening program as a problem of the non-English-speaking adult woman in the West Chester area. They proposed to operate an afternoon program which permits mothers to bring their children with them to determine if this meets their particular needs.

The main point in Indiana University of Pennsylvania's proposal is to establish an examination center for adult education resource materials. I know of some materials they are interested in gathering and making available for utilization with some staff development programs. I think it is new information that we have not had in Pennsylvania.

Marywood College has another proposal to plan and conduct an institute, with follow-up sessions, for adult educators on ethnic understanding in the Scranton area. Dr. John Walsh has gathered a lot of material on ethnic understanding for this project. This also will have utilization throughout the state.

Intermediate Unit 16 has proposed to develop home-study curricula for the rural population. They plan to make weekly personal contact with individuals in their homes or on the telephone, and biweekly contacts by having these adults come into a classroom setting. The telephone contact assures that they can counsel the individual or answer questions between the biweekly meetings of the class.

La Roche College, in the Pittsburgh area, proposes to develop a job-readiness curriculum and a tentative basic reading and writing curriculum based on the relevant life experiences of the participants. The project also will provide educational and counseling services to aid in job retention and promotion. This area has been identified as one of the important problems and needs of adults.

California State College's proposal is to establish a reading academy with satellite centers for adults who are functionally illiterate in the English language. This would include the training of all tutors who will then function in one-to-one situation. In recognizing the need for some tutoring services and also for the establishment of reading academies, we feel this could have statewide benefits.

Basically, these are the 24 projects that we have funded out of '75 and '76 monies. Phase II will be funded automatically beginning July 1 of this year, but we are pressed for time already in thinking of fiscal year '77 monies. Therefore, we must establish priorities now for receiving applications once again for grant money. Having learned from our first experience, we know that we are going to have to develop and start advertising these priorities by the first of March.

At this time, we would like to ask you, when you get home, if not before, to identify some of the needs you have experienced in your own situation and where you think there is a need for some help. Let us know your ideas so we can build them into the priorities for the '77 year monies. Beyond this, if you have expertise in any of these areas, we would like to have grant applications from you folks in order to establish what is identified through the priorities.

WHAT A WORLD WE LIVE IN

Dr. Seridan W. Bell
Alcoholism Services, Inc.

This small gathering seems just about natural to me, because this would be the attending percentage in any church right now as to its total membership. So I feel right at home! But you who have been in a startling and inquiring conference for three days and now have staggered into the fourth day, I am sure you would like to leave with something that would tie things together.

Words are a pretty important thing when we bandy them around so much. I am just amazed to realize that everything that has been said in this conference from this podium or in any meeting has been put down on tape. God knows if it is going to be listened to over the years or if it is really going to be of any value. For all the millions of words that we have exchanged in our relationship, we really don't know whether we need them to live. Maybe as we close, as we come back to facing reality, we can return to very simple words, and we can reaffirm that this is no time for rhetoric at all. It is a time for reestablishing of values.

Where does it come from? The beginning and direct expression of words, the pure communcation that is so badly needed. You who have been teachers and started with the very young, can understand what crystallized my thinking this morning toward this question.

For the last 16 days, we have had our 20-month-old granddaughter with us while her mother and father are on a trip. You know this means grandmother and grandfather have taken on a granddaughter whose whole world is opening up like an oyster with a pearl to be found in every drawer, in every pot, in every pan, and in everything. We have come away with the realization that here is a child who is just bursting to find life in every corner as some excitement, looking into every closet with some anticipation, copying every adult expression so that she seems like a little adult. And yet she is unable to say anything vocally that would be interpretative to us so that we could confirm that this child is thinking and responding in an increasing awareness of the world. If she could speak, thought and talk would tumble out suddenly and all at once would be the evaluation of life in the new discovery. Children are always doing this.

Let me give you an example. You know petroleum is still a problem with us. But, last year the problem was very dramatic when we thought there was not enough oil to go around. We listened to a lot of words, very glib words, and we don't even know whether they were honest and candid words which could lead us out of rhetoric into reality. Some elementary school children responded so totally and honestly to a discussion of the oil crisis, and they were so classic, that I thought you needed just this touch to begin things this morning.

One child said that compared to how long we need water, humans need oil for only a drop in the bucket. Another observed that they used to not need as much oil in the prehistoric times. Another incredulous girl confided there used not to be any cars at all. Another child declared that there are some good things to remember about drilling for oil, and that one good thing to remember about spending all of your money drilling in one place is - don't. Another student decided that we are going to need to use oil forever and maybe even longer. One girl wrote, "I used to think all they use petroleum for is to get cars and things to move. When I learned different, all the thoughts went in a swallow down my throat." And a boy shared this frustrating experience: "I looked up twice how much oil America uses; but I forget it three times."

Think of it; these are fresh, original ideas. Isn't it good that this comes out of a teaching experience? Why can't this just continue in life so that this same awareness of the use of the English language just tumbles out?

The trend seems to have turned elsewhere, however. Andrew Hacker, a significant professor at Cornell University, wrote a book within the last five years which is still worth reading - The End of the American Era. With tremendous precision, he analyzed the world today and our place in it, and concluded that we truly are coming to an end of an era.

He said that most Americans no longer believe destiny commands them to carry capitalism and Christianity and the United State Constitution across the globe. He notes that there is a growing suspicion the American nation has lost its credentials as a teacher of moral lessons. Indeed, we can go from the childish interpretation of the petroleum industry through to the total moral disintegration of the relationships of our petroleum industry to life, to values, to honesty, to relationships of trust and confidence.

Apparently something has been lost from the child to the adult with the responsibility of life. Of course, this continues into the teaching relationship, so that the adult in this world today does not have an answer. We have put this nation "under God," even though the creed has no historical significance. And even though we deny the moral and ethical responsibility which is so essential to our lives. Without these values, we face death, surely in the afternoon of our hopeful day. We even thing that the past 200 years which we are observing with so much sentimentality this year has an answer for the future. We only trust that the future is going to be different, that what is tomorrow will take off with tremendous wings because we are so creative.

Just 30 years ago, the computer was developed. Three decades is an amazingly short time, and in those 30 years the computer has been shrinking in size, and yet expanding in capacity. The transistor that had taken the place of the vacuum tube is no longer used, and now just infinitesimal chips the size of a pin head - silicon chips - contain all of the memory functions for a computer. This is the most amazing thing of all - that a chip so small that you have to use a high-powered microscope to see it - can hold more than 2000 bits of information. This monolithic logic chip is equally impressive because it can multiply two ten-digit numbers well over a million times each second. It does the work of 52 transistors, 68 resistors, and 26 diodes, and I never could get through second year Algebra.

You see this is what confronts me in my own stupidity. In fact, if it had not been for a very delightful big black girl that sat next to me in the eighth grade, I never would have made it at all. She gave me the insights on how to answer what was significant in Wilkinsburg High School so that I could get through the second year Algebra and get to the next level. We are developing infinitesimal super things and yet we are still dealing with archaic relationships as far as human values are concerned. And the primary responsibility is in the realm of human values. We just don't realize what we have, nor do we realize what we are losing.

I spent an evening very recently with a young Hungarian doctor who now teaches at the Hershey Medical School. I don't think any of us could appreciate to any degree the significance of his love for this country now and what it really means to him. He grew up in Hungary where he became skilled as a scientist. Becuase of this scientific skill, he was permitted to come to Pittsburgh and Cincinnati for study ten years ago and then to New York City and to London. In each instance, the Communist government did not permit him to take along his family, but held back his wife and children as they do with anyone they let go out to the free world. It was not until 1972, when he became a member of the staff of the United Nations and was sent to Nigeria to teach chemistry at the university, that his three children and his wife were permitted to accompany him.

He was telling me how cruel the Communists were to him and to his mother; that his father had died and a man who had come to the United States in 1907 as a small child went back to Hungary and married this young doctor's mother. He was able to return to the United States since he was a United States citizen, but she was not permitted to come. He said the subtle things about the Communist strategy is that someone provokes you into talking or arguing. So a man came to his mother and said she should not be there; that she should be with her husband in Pittsburgh. She said she could not leave. The man said there was a way to get over the border, and he kept talking to her until she finally agreed. She and her children (this young doctor was then eighteen) went one night to the border. They had to cross about ten miles, and just about when they thought they were through, this man said he would turn them over to someone else who would make the final carry through, and there was nothing to worry about. He then turned them over to a person who was a member of the secret police.

It seems the only reason the first man was in it was that he was forced to be the one to start the process of weakening them, so that they would indicate their intense desire to be in the United States, and to cruelly bring them to that point to be arrested. His mother spent six months in prison for this, and he spent a few months in prison himself. He kept saying to me, "You cannot realize what it means to be in this nation."

We forget this, you see. We are caught up by words, by rhetoric, and we don't even face reality. We stay clear of any reality that comes into relationship or significance. We are frightened by it. We want to withdraw. We become even more timid as we become older. We don't want to do the exciting things, the adventurous things, the learning things, and yet, they are all here for us to be excited about. But we have this responsibility.

Thoreau once said that nature is full of genius, is full of the divinity, so that not a snowflake escapes the fashioning hand; nothing is cheap and coarse, neither dewdrops nor snowflakes. What a world we live in! And it still is that kind of a world. What a world we live in! Nothing is cheap nor coarse unless we make it cheap and coarse. But there is a way of cheapening life.

I have a neighbor who is an assistant principal in one of our schools. He is sick, with a 102° fever, so he is quite ill. I talked with his wife. How is he? She said, "Oh, he is still sick - his fever is down to 101° now." "Is there anything I can get him?" She said, "No." She said the only thing he had wanted was a copy of "Penthouse" magazine, so she went and asked the newsman for one for her husband. Now that is a relationship that has come into our life that is completely different than what we conceived of five years ago. Five years ago, it would not have been on the stand. We have cheapened the relationship of life.

Another young woman that I have known extremely well, and who grew up in quite a fine environment, said that she has an amazing husband - he just loves to go to pornographic movies. She said she didn't go, but that it was still very worthwhile for her. This is a strange relationship that has come into our life just on one level. I am bringing this as just another illustration of what we are confronted with in a cheapening and coarsening of life.

I am in a situation now that is extremely fundamental with all gut issues. You cannot deal with the alcoholic and his or her problems without realizing the levels on which people live. More and more you find to your amazement, a complete changeover of values in the relationships among people. For instance: a husband and a wife have quietly separated and establish a relationship with someone else with no benefit of divorce or anything else. They have parceled off the children and now live completely free of guilt, reestablishing themselves with no responsibility. They have changed their entire pattern of living quite matter-of-factly; they do not even follow the legal procedures to make it binding. When you find some of these involvements, whether you are in education, in welfare, or in any of the social relationships of life, you are just amazed at the level at which people are living now. Did they always live that way? It is a little hard to discover this. I remember when I was five year old. We lived in Greenwich Village in New York City. My father had a church at West Fourth Street, 141 West Fourth, right off the Village. There was a saloon at the corner, and I would go by that door coming back from nursery school (and then from kindergarten and first grade). I would scurry by that door because I was always frightened. There was sawdust that spilled out in the street, through the swinging doors, and always the sour smell of beer. I would go by in amazement because I did not smell those smells at home nor see that kind of life, see people lying around like that.

And then we went back to Newport, New Hampshire every summer, which was my mother's home, where I was with my grandfather and a hired man named Jim Breed, an Indian. I used to ride with that hired man on the haywagon out to the fields beyond Newport and couple up to him and look upon him as any six or seven year old boy might do with a man that is fascinating by his handling of livestock and the telling of his stories.

In those days, there was always a maiden aunt who stayed with her parents and that was my Aunt Sadie, who never married. One day she said to my sisters and my cousins - stay in the house, you can't go out; Jim is drunk today. I looked out the window in fear and saw Jim staggering up the driveway and into the barn where his room was. This was a man I had always looked at with such an understanding, for he was so exciting.

And then I remember the family alcoholic, Cousin Robert. He was in the family, but as my mother always said, he was on my father's side of the family, so he got away with it. He was a traveling salesman and he was a drunk. I remember his coming into our home in New York and me looking at him with suspicion. His breath was a little different than the rest of the family in a Methodist minister's home and he didn't stay around very often. But, he seemed so appealing, for he was a man of the world. Still, he was the disgrace of the family and was kept in the background. You all know about those things.

Finally, then, I remember living in Erie during the Armistice when anyone who could drink on November 11, 1918, did get drunk - because the war was over. The world was safe for democracy and we were going to establish it and there was going to be freedom. (A man of idealism, Woodrow Wilson, created the points that would make the world safe for democracy - how ironic that was.) And yet it was so terrible that day that we were not allowed out in the yard. I remember the violence was so bad and Mayor Kitts was so drunk, that the State Police came in and took over running of Erie, Pennsylvania. I remember quite vividly that a man with a handsome team of horses in a beautiful carriage went by and nearly came into the yard. He was drunk. He had a whip and he was whipping those beautiful horses and they were rearing up. How frightened I was. This is all in the field of the tragic aspect of life. Children remember these things. They do set a pattern.

But in addition to all our learning processes, there has to be some kind of intelligent reason and basis for the things one does. Goethe said that what you have inherited from your fathers you must earn once again for yourselves or it will not be yours. If we are to gain anything from this world through these kinds of experiences, we must assume responsibility for what we do, and in a very graphic and significant fashion. I am talking about being honest and being courageous and having values that are significant. Therein lies goodness. There is the dream; there is the miracle. Evil does not enter where goodness gives relationship to life. And the dreams live.

Howard Thurman once said, "This is the first miracle: That a man becomes his dream." We all dream. We look to our Bible and they talk about old men dreaming dreams and young men seeing visions. Things have not changed. We need someone who sees these dreams and visions and can give expression to them.

No one comes up with any vitality or any basic ability today. We don't even see that in the political scene. Politicans seem to lean back so that a computer can make all the decisions for them, write their speeches, put their words in their mouths. This is not the way it should be. The words are the same, and yet as amazing and significant and tragic as things may be, we come down again to our little needs, our little hungers, our little fears, and our little feelings.

This was brought back to me so dramatically recently. I have friends who called me just two weeks ago to say that a friend's sister, her husband and her 22 year old daughter had all been shot and killed by their 25 year old son. Now, the woman who was shot and killed by her son had been teaching kindergarten in Columbus for 22 years. The 22 year old daughter, who graduated a year ago from college, was in her first year as a second grade teacher. The boy went to Kent State and graduated in 1972. He was there in the riot. He had been in psychiatric care, and was on drugs. He had bummed around the world. He had no employment of an significance. He was frustrated. Something triggered him off on that frightful early Wednesday morning that lead him to shoot his father and his mother and his sister, firing 13 bullets into their bodies and killing them. And then, in that crazy fashion, taking their bodies and putting them in plastic bags and stuffing them into the trunk of his mother's car, and taking them to the airport; leaving them and coming back in a taxi and starting to clean up the blood and the mess that was there in the house. The principal of the school, concerned that the mother had not shown up for a very important session, a 1976 expression of patriotism by her children for their parents, went to the house. He saw things were strange and called the police. The boy broke down that he had killed his father and his mother and his sister.

I went over to see these friends, and we talked about him and tried to bring some comfort, but also make some decisions because suddenly we were faced with a whole family gone. Funeral arrangements needed to be made, quietly, with no publicity. We did not want to hurt those who were living. There was an 85-year-old grandmother still living and living there. We felt stunned by it.

I came home with still no other reaction than the numb feeling. Our little black dog we have had for a while had gotten out about 7:30 that night and had not come back. Mrs. Bell had looked for this little dog and called. I went up and down the street. I walked through the alleys and whistled and called up and down all over and finally left the lights burning on the front and back porches. I woke up twice during the night thinking that I saw the dog on the back porch and went down and looked and she wasn't there. It was that bitter cold morning, a Thursday morning. I went out at 7:00 and there up the street, up the street about four hourses, lying in the gutter, was this little dog. He had been hit by a car the night before.

I didn't feel the reaction of all the recent losses until I saw the little dog. Even the tragedy of the night before really hadn't touched me. Seeing that frozen little dog that I had known so well did touch me. With tears streaming down my face, I picked up that frozen little body and called a friend of mine. We went over the mountain with a little pick because the ground was still frozen, and we dug a grave, wrapped the dog in a cloth and buried it in the ground. I cried for the dog, but I didn't cry for the people the night before.

I think that is a description of the way we react to things. The infinitesimal things set us off; we were just numbed by the big things, not comprehending. To get into the process of the reality of experience, we have to be sensitive to all relationships and respond in such a way that the dream and the vision and the hope take on substance and move us toward someone who is disheartened or being destroyed or losing way. We suddenly can respond to what we have inherited, for this has been a nation with a particular strategy for living and survival.

This, then, is what we have to have. All the words mean nothing, if there is not that touch, and that feeling, and that compassion, and the glorious fact that we are contained in a chip that is 5,000 or 5,000,000 ideas. We are a people - a thinking, dreaming, strengthened people. Thank you.

OUR MEN IN THE CAPITOL

Jack Grisham
Region III Program Officer
U.S. Office of Education

I would like to talk with you about the Indo-Chinese refugees. The state of Pennsylvania is among the ten leading states in the resettlement of these refugees. Much of this should be attributed to your State Department of Education for their approach to coordination and for setting up a program of instruction for the refugees at Indiantown Gap.

Many of the local school systems were approached for assistance and guidance in developing curricula and in developing approaches that would be applicable to the situation at Fort Indiantown Gap. It was a very unique situation, and those who were involved with it can certainly attest to the fact that there was much to be done. Therefore, we who were involved in the earlier stages were looking for people who could do those jobs. The State Department of Education of Pennsylvania certainly came in and assisted with that.

The funds for adult education presently are being processed for the refugee aspect of the legislation. The State Department within the next two or three weeks should be receiving those funds. I am certain that within a few days after their receipt, the funds will be redistributed to the local school system.

I might stress that the funds are appropriated for the refugees only. It is stated very specifically in the legislative roles and regulations that those funds can be spent only on the refugees. Strict accountability regarding the refugee funds will be enforced. The State Department of Education merely needs to make a duplicate copy of the immigration and naturalization form of each of the refugees as furnished prior to the refugees entering the mainstream of America. In the event that the refugees do not have this form, the Office of Immigration and Naturalization has assured me that a new form will be issued to those refugees who come to their office or who contact their representative.

A piece of legislation introduced a few weeks ago has since passed the House and now is being referred to Committee - regarding school age children of the refugees. It was publicized in Education Daily, but a House Bill number will not be assigned to it until it comes out of Committee.

The context of the Bill is that the government will pay the actual costs of education for the school age Vietnamese refugees. How does this affect education of the adult population? There is much speculation that additional funds will be made available for education of the adult refugees. However, that is merely speculation at this time, and I would not encourage you to look forward to it. Still, I am sure that your local supervisors will be interested to know that this particular bill has been introduced for the school age children.

The next particular topic that I would like to discuss is the area of coordination. Those of you who have read the legislation for adult education know that coordination with other agencies is written into the legislation itself. I would like to cover just briefly a few of the agencies with which we should be cooperating. This is not meant to be an exhaustive list, but merely a brief representation.

First of all, we should be working very closely with vocational education. Many of you are doing this already, I am sure. We could furnish the adult basic education component, and they could furnish the skills training. With this combination, a person should finish job-ready.

That leads us to the Bureau of Employment Service. As part of a close coordination with the Bureau, once a person is trained, the employment service could continue with their dexterity testing free of charge. They also could have a job bank with immediate referral. Many of you have worked with vocational rehabilitation. This is a very good source for diagnostic purposes and for obtaining equipment for handicapped persons. Again, it is without fee to the person.

The Health Services are always available. People simply cannot be educated if they are not healthy. It is certainly a good idea to keep in touch with the health services as a unit.

Then there are day care services, another very vital component. It is important for mothers to be able to leave their children in the day care centers so that they can take advantage of the adult basic education courses and GED preparation. Even though it is very difficult for them to find the time, I am sure that we can increase our enrollment by accommodating these mothers if we ally ourselves with the day care centers.

The community education concept, as you all well know, has been increasing in importance and recognition. This is a natural for adult educators. We certainly can coordinate our ABE and GED programs with the community education programs and in the same facilities at the same time. This would make the program available to persons who are on site and would certainly conserve energy. I think we would see an increase in our programs.

Another possibility in working with the community education program in a coordinated effort would be to start bilingual education classes. Many volunteers are available and willing to assist, so the expense would be minimal. This is certainly natural under the concepts of community education. Of course, these would be bilingual education courses developed and designed for ethnic groups as well as for the refugees.

Other potential areas of coordination with the community education people are classes for the aged, and consumer education classes. Many of our adult learning centers in Pennsylvania already offer consumer education programs.

Finally, there is CETA. Many of you are aware of the legislation. This is the legislation that replaced the Manpower Development Training legislation. It is stressed in the Adult Basic Education legislation that we coordinate our activities particularly with the CETA persons. This could do several things. By increasing our coordination with CETA, we could increase staff without cost. CETA funds are provided under the public employment aspect of the law and can be utilized to employ professionals, semiprofessionals, aides, and custodial and supporting staff. Those staff members can be assigned directly to the adult basic education programs and can work for you. The persons to see in regard to this would be the prime sponsors in each local area.

Another advantage in coordinating with CETA would be that we certainly could enlarge by utilizing CETA funds. In many cases, the CETA prime sponsors are interested in contracting directly with LEA (local education agencies) to conduct and implement the adult basic education component. They have funds for this. In fact, in some cases it is a coordinated movement of CETA furnishing funds, community education furnishing the facilities, and adult education doing the curriculum and teaching.

There are a number of things that can be worked out. After all, the target group for CETA is the same target group for the adult basic education. Again, check with your prime sponsors in each one of the local areas. I am sure, if you have not talked already with these people, you will be surprised as to some of the possibilities that can be opened up by increasing the coordination. In fact, many of the programs I have cited are already in place. It is just a matter of moving with a little more coordination. There are many other programs that I didn't mention - others that perhaps some of you are doing and have been doing for some time. The possibilities are too numerous to specify completely.

I also would like to talk with you briefly about the Adult Education National Clearinghouse. Some of you are aware of the National Clearinghouse, some are not. The National Clearinghouse is a component that is written into the legislation as a vital aspect of this coordination effort. Its function will be to disseminate information regarding adult education - outcomes of projects, outgrowths, newly developed techniques, and things of this nature.

The first of two phases in this approach is that a private group in Philadelphia has been awarded a contract to do a study on the needs and the feasibility of the kind and type of a system that should be developed for an adult basic education clearinghouse. We anticipate that the results of those findings will be available within the next four to six weeks. The results will be presented to the Commissioner of Education, Dr. Bell, and then some decisions will be made as to Phase II.

Phase II will be the actual developing and implementing of the Clearinghouse itself. At this point, we hope the Clearinghouse will be in operation by next year at this time.

Now, let me turn to legislation. As you know, the pertinent legislation is good for a couple of years. However, there are a number of technical amendments that have been offered to the legislation. There is no definite commitment at this point, but I would like to mention the amendment on the State Adult Education Advisory Council. I am sure Rev. Maderia will be more than happy to address this when he talks with you a little later.

The Federal Government has decided to change the fiscal year from July 1 to October 1, which will actually amount to a three-month lag for the ensuing year. I must say, changing the fiscal year at this point has caused a lot of confusion. The fiscal year will be changed, but this will not influence your program in any respect. The change is only for an accounting and a reporting-type process.

The rationale for the change is that now the fiscal year will coincide with the school year. We are all hopeful that this will make the reporting systems better, more efficient, easier, and above all, that the reports can be received in a more timely manner. Again, I would like to stress that this will not influence your program in any respect. It will, however, influence your reporting system dates. As soon as the techniques and directions are worked out, the State Department officials in turn will pass them along to you. I wish I had these details to give you now, but Mrs. Matthews will be in touch with you.

Finally, I'd like to discuss the funding. Many of you know that adult education is one of the few programs in the Office of Education that is an advanced funding program. The concept of advanced funding, implemented in fiscal year '76, means that funds are not available for obligation at the time the legislation is passed. The important technique that is tied with advanced funding, however, is that the total amount of the state's allocation will be available to the state on the first day of the ensuing fiscal year provided that an annual program plan has been developed, submitted, and approved. This will happen in most cases.

While we are talking about funds, I was doing some research a few days ago regarding the recision. According to the Education Daily of January 29, 1976, the recision that was posed by President Ford expired on February 12, and the adult education funds for fiscal year '77 were in that recision. At this point, therefore, that recision is dead, although according to Education Daily, there is a new recision pending. Quoting from the Daily, "President Ford is asking Congress to cut 15 million dollars from Indian education programs funded under the Interior Department appropriations but administered by the Office of Education." This would mean a reduction of ten million in assessment to the local education agencies, four million in special programs and projects, and one million in adult education programs.

Whether the recision will be accepted by Congress and passed is another situation. If I were in the local school system, I would certainly let my political persons know how I feel about the funds. As you know, we received 71.5 million dollars in adult education for fiscal year '76. There is very grave speculation, and I must stress that it is only speculation at this point, that if a recision is put into effect, that we would receive only $67.5 million for fiscal year '77. I may be entirely wrong, but if I were asked for an opinion, I would say that in looking at all the federal budgets at this point and at all the cuts we have experienced in the past year, we can expect a cut in our budget for adult education. Again only time will tell. But what can you do in the local? If I were in the local, I would certainly contact my political people and let them know my feelings.

In closing I would like to relate a story to you that might be appropriate for Sunday, since this is Sunday. It seems that one of our adult education students passed his GED examination late one Saturday afternoon. He was so jubilant of the fact that he had been able to pass the GED and now had a diploma in hand that he decided to celebrate. Well, it was late so he started the celebration rather late. As the night grew on, he celebrated and celebrated until the night started growing lighter and all of a sudden it was Sunday A.M., very early.

As he tried to find his way home from where he had been celebrating, he became confused and lost his way. He looked down the street and he saw someone who looked like he might be a good Samaritan. So he inquired of the person how he might find his way home and proceeded to tell the other person his address.

Now the other person was a good Samaritan, indeed, and gave him the direction. Well, the person who had just passed the GED was very pleased that the stranger was so congenial and what have you, and he thanked him very politely and said, "Incidently, what is your name? I appreciate all this." The fellow responded that his name was Paul.

This answer produced a confused look on the face of the person who had just passed the GED. He began to explain to the stranger that he recently learned to read and that he had passed the GED and how well he felt about it, and he said, "I am certainly delighted to make your acquaintance." He said, "Would you mind if I ask you a very personal question? Since I have learned to read, I am very enthused about finding out some of the things I have always wondered about and enlightening myself." The other person replied, "Of course not, anything you would like." "Well," said the celebrant, "your name's Paul and I have been wondering about something for a long, long time. Did the Corinthians ever answer your last letter?"

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Rev. Eugene Madeira
Board Member
National Advisory Council on Adult Education

The National Advisory Council on Adult Education is mandated by the Congress and consists of 15 members appointed by the President to serve three years. It has three main functions. The first is to advise the U.S. Commissioner of Education. We have provided testimony toward the formulation and regulations of programs for metric education, consumer education, career education, women's rights, and most recently, community education. In fact, I think it was our testimony on community education that temporarily delayed publication of the regulations.

Incidentally, the Commissioner of Education is a very impressive fellow, in terms of being just a regular guy. One of the thrills in getting to know some national leaders has been to find out they are no different from the guy across the street. I think the quicker you realize that even the man in the highest office is just the man across the street, the better. We have allowed the press and the political parties and so on to put them into a special category. Really they should not be in a special category. They are just plain Joes, like you and me, with the same limitations. They have more staff but they still have our limitations.

The second function of the National Council is to review the effectiveness of ABE programs, We contracted with Jessie K. Ulin in NAPCAE to prepare a study on the effectiveness of programs since 1966. She held sessions with legislators who wrote the law, and asked them their intent of the Adult Education Act - that is, their goals, what they hoped to achieve. She also formed validation panels of ABE students and ABE graduates.

NAPCAE then tried to link the two to see whether programs are fulfilling the congressional mandate in the outlook of the students. For instance, Congress intended for students to get better jobs. Well, Jessie is interviewing graduates to see what gets the better jobs - a high school diploma, a three-year ABE, a driver's license, and so on. Another congressional intent was that students register to vote. So the inquiry is made as to whether ABE graduates have registered and joined the political process.

I think this review of effectiveness of programs is going to be more and more important as we get toward 1978 and toward the expiration of the 1974 manuals. I think that we, as program directors and people involved with adult education, have to be concerned about the effectiveness and productivity of our programs.

The third responsibility of the National Council is to prepare an annual report to the President. I was fortunate to be appointed to this committee. It is a committee of three: a one-year, a two-year, and a three-year member. We finished that report in December, and it is now at the Government Printing Office.

That report included some Council activities. Before I came into the Council, they prepared a position paper on Parent Early Childhood Education. The Council feels that parent education is a very significant and very important role in adult education. Many parents don't know how to cope with their children. They do not understand their children, perhaps beyond their physical needs; they don't understand their development, their growth processes, their needs, and so on.

We are involved in parenting education in Lancaster. We have a day care center. Last Friday, we held an early childhood workshop attended by a dozen mothers. They were shown how to prepare learning devices for very young children. Most of it involved sensitivity - letting parents know how much different the child is than the adult. We hope to do more in the future. We hope to set up different learning centers to handle these things.

As you heard in Jack's report, we recommended to the Commissioner of Education that a National Clearinghouse be organized. He expects that a Clearinghouse will be functioning within a year. I would like to see our own state of Pennsylvania and AdvancE as the sponsors of this National Clearinghouse, because I think that Pennsylvania has shown leadership in this area. I would be very happy to see AdvancE selected for the contract in this. However, the study still is going on, and the decision will be made in the U.S. Office of Education.

Another report we published is on the status of state advisory councils. Since lack of money is one of the real reasons states do not have advisory councils, the Council has recommended that the law be amended to provide the necessary funds. I am not going into the report in great detail. That report is available and has been distributed to all state directors.

This report is supposed to go to the President, but I would like to mention a little bit about reality here. I don't think the President ever looks at it; I don't think he even touches it. Personally, I don't think he even knows what the National Advisory Council on Adult Education is doing. That's reality. There are eight national advisory boards on education, and none of them have access to the President. Our reports go to a bureaucrat in the White House. I don't think we can be too optimistic about our influence at the White House.

We are having a meeting in May with three Cabinet level people. This is a first. Some people from OMB, Office of Management and Budget, will be at that meeting. This kind of attendance is heartening. Despite that meeting, and even though the present group is a most effective National Advisory Council on Adult Education (and I am sure that a lot of that must be attributed to Dr. Eyre's leadership), the reality is that the President doesn't see these reports. Some person in the White House receives, reads it, and in the name of the President, adds his recommendations and forwards it to the Congress.

Therefore, we feel that the gut level of influence, in terms of preventing the educational grant threat to adult education, must be exerted on the local level. The ABE people and the ABE students and graduates must let local Congressmen know that the program has benefits. That it has gotten people off welfare, and that it gets a high dollar return. Both the federal and local governments are threatened by proposed changes. I really think that is where the action has to be. I would ask you to take Jim Dorland's speech seriously and do something about it. When the legislation expired and we were faced with termination, the advisory board in Lancaster had an ad hoc committee on legislation. That committee was very effective in communicating to our own Congressmen our concern that adult education be continued.

It is an honor to be on the National Advisory Council, but the reality is that there are over 2000 national advisory councils in everything from energy to pornography, and I really don't think you should look to these councils for a great deal of influence in the White House.

I feel that the key issue today is survival. I think we need to be concerned about survival of integrity and the survival of freedom to do a good job for the survival of adult education in each state.

I have a copy of the budget. I don't know if any of you have ever seen a copy of the educational portion of the budget, but if you look in this budget, you will see that "Right to Read" has a line item; it has received an increase, and has future security. Whatever the reasons for keeping it in there separately, I think we ought to let the Congress know that ABE has been in the field since 1964.

Looking at the matter personally and locally, from the point of view from our State, what are the issues? I think the first issue is economy. I believe we ought to try to get back two dollars for every dollar invested in adult education. I think our programs ought to double our money - through library services, through volunteers, through volunteer nursery care, through transportation provided for our adult education students, and through the benefits of community development derived from our programs.

For example, the Spanish-American Civic Association in Lancaster is very much in the news lately. This association is a result of adult education. The people that work in the Spanish-American Civic Association are graduates of our adult education program. We trained them; we offered them skill in English and skills in reading and writing, all of which resulted in the ability to work. Our investment is being returned in services and in community services as the result of our labors in adult education.

I think economy needs to be reflected, too, in our attitudes toward pay. I have said in my own district that if you give me a job, I will do enough work; I really don't care about the pay. I think that educators are often hypocrites and demand a lot more money than necessary and threaten to unionize. I think that in a day when economy is the key word, we ought to avoid the concern for money and rather be concerned that what is spent gets a return on the investment.

Another area that I see of even greater importance is the matter of evaluation. I would like to commend Mr. Troy and Penn State for their reporting system; I think they've given us a good one. We follow up each student with a check list that allows us to report to Mr. Troy just what happened to him. It is a follow-up that indicates the reason for discontinuing, if that's the case, or whether the goal has been achieved. It includes all the impact data. You can come to our school and we can tell you what happened to every student. If a director or ABE people in this state cannot tell what happened with their students, then I believe they are not doing their jobs.

I challenge you that a good job in adult education includes follow-up. It includes that personal contact of concern, even to an inquiry as to why an adult has not come back to school. Our people in this follow-up program learn and try to satisfy the students' needs. If it is a house without heat, they do the social work to get heat. If it is a problem of health, they will get them to the hospital or to the doctor. I think there are spiritual principles here that the Lord set out for going the second mile, and I believe we ought to follow these principles.

Evaluation is going to be increasingly important. It will be of even greater importance as we get closer to 1978. You ought to be able to tell the exact number of graduates, how many got jobs or went into training, and what you did to follow up your students. Again, I think the accountability of dropouts is very important. But in order to do it, you have to go the second mile. The Lord said if a man needs a coat, give him your overcoat, too.

The third thing of crucial importance to us in our State is an attitude of cooperation rather than competition. We need to overcome personality differences. We need to overcome jurisdictional jealousies. We need to say "Look, let's work together, and let's cooperate on every level - on the local, the regional, and the State levels."

I think that cooperation on the State level would call for the vocational education people, the handicapped people, and the secondary people to sit down and talk with our ABE people about who's putting how much money in Lancaster, and is that too much. Furthermore, I think that there should be a review on the State level of adult programs. Again, how much money is being invested, and is the money equitably distributed? Many people are expert in writing proposals and getting money, but not all the work is done and not all the results are there after the money has been spent. I think that cooperation is a key word for us in this closing period, from now till we get the Act reenacted.

I also would like to share something in which AdvancE plays an important role. That is the sharing of innovative ideas, the sharing of how to do it. For instance, AdvancE is going to prepare a report on this conference, so if you were not able to attend all of these sessions, you can get a copy of the texts of the session you did not attend. Also, the intermediate unit in Lancaster has been very successful in working with industries. That should be disseminated through AdvancE so that any program at Pittsburgh, or Erie, or Scranton or wherever, knows how to approach industry and how to work with industry. I think this dissemination of successful programs should be done, and I think we all ought to do it.

We have a lot of great things going in adult education in Pennsylvania. I really don't think that it is important that I was selected to serve on the Council. I think that any one of you could have been selected because it is Pennsylvania that has been a leader in adult education. Pennsylvania was first in Spanish literacy, Spanish GED, driver's adult education; first in alumni associations, graduation dinners, students' organizations, learning center newspapers, prison education, and in many other ways. I think we ought to look to AdvancE to disseminate information on these things, not only to the State but hopefully also to a broader audience, to the nation.

There is also the matter of the need for the State Advisory Council. I had no experience in meeting or knowing about councils in other states prior to my trip to New Orleans in January. There I heard a report on the state advisory councils in Texas and in New Mexico, and how effective they are. They operate with practically no budget; they are voluntary. Advisory boards seem to be made up of committed and concerned people for adult education. In those states, they have brought together labor leaders, civil rights leaders, and the state adult education leaders.

In one state, civil rights leaders were involved very deeply because they had started a case against corporations for discriminating against promotion of Spanish-speaking minorities. They won their case; the companies were ruled guilty of discrimination to minorities in their promotion practices. As part of the settlement, English As A Second Language classes are being offered at company expense. When we approach the matter of a state advisory board, let's remember that a lot of people out there need a voice and would like to use adult education as a voice for their concerns. So let's not forget the minorities, the labor organizations, and the civil rights leaders in our state organization.

President Ford's budget is a tiger cage of 28 different programs which will scrap over every dollar that comes through state grants. I don't think that any of us care to live in that kind of a tiger cage, and I think we should work to see that his budget proposal is defeated.

I don't know, Jack Grisham and I must be on the same wave length judging by his reference to the Apostle Paul. I would like to close with a scripture reading from the Apostle Paul. Since some of you missed church, I am going to justify reading to you a few portions of scripture which I think can give us guidance as we face the year ahead.

You know we are in the bicentennial year. When you look back to the early days in the founding of our nation, you see that men were not afraid to pray and men were not afraid to confess their faith in God. I would like to challenge you to pray for your job. Pray for your boss. Pray for your co-workers. Pray for your state people.

In I Corinthians 3:5-15, Paul is talking about Christian workers, but I think it can apply to adult educators:

> What then is Apollos? What is Paul? Servants through whom you have believed, as the Lord assigned to each. I planted, Apollos watered, but God gave the growth. So neither he who plants nor he who waters is anything, but only God gives the growth. He who plants and he who waters are equal, and each shall receive his wages according to his labor. For we are fellow workers for God; you are God's field, God's building. According to the commission of God given to me, like a skilled masterbuilder I laid a foundation, and another man is building upon it.

(No room for jealousy; you see we are all building together.)

> Let each man take care how he builds upon it. For no other foundation can one lay than that which is laid, which is Christ Jesus. Now if any one builds on the foundation with gold, silver, precious stones, wood, hay, stubble - each man's work will become manifest; for the day will disclose it...

(that's evaluation, you see, program effectiveness)

> ...because it will be revealed with fire, and the fire will test what sort of work each one has done. If the work which any man has built on the foundation survives, he will receive a reward. If any man's work is burned up, he will suffer loss though he himself will be saved.

And so I think those are good principles. We are all building, and let's build on what each other does.

Another thing that I think the bicentennial year ought to help us to remember is that our founders knew how to pray and they recognized their dependence on God. George Washington could pray at Valley Forge. I think we should not be ashamed to confess that we are dependent upon God, but there is an element of humility here, too.

A lot of you have tremendous gifts and a lot of you have gifts that are outstanding and really deserve national recognition, but I would like to again read from Paul, chapter 4:7: "For who sees anything different in you? What have you that you did not receive? If then you received it, why do you boast as if it were not a gift?"

So if you are a good teacher, if you are a good administrator, if you are a good counselor, give God the glory.

THE PENNSYLVANIA ASSOCIATION FOR
PUBLIC CONTINUING AND ADULT EDUCATION

THE PENNSYLVANIA ASSOCIATION FOR
ADULT EDUCATION

THE DIVISION OF ADULT EDUCATION
OF THE
DEPARTMENT OF EDUCATION

PRESENT THE

ELEVENTH

MIDWINTER CONFERENCE FOR ADULT EDUCATION

FEBRUARY 19, 20, 21, 22, 1976

HOST INN -- HARRISBURG

-CONFERENCE THEME-
"FROM RHETORIC TO REALITY"

PENNSYLVANIA DEPARTMENT OF EDUCATION

PENNSYLVANIA ASSOCIATION FOR ADULT EDUCATION

PENNSYLVANIA ASSOCIATION FOR PUBLIC CONTINUING ADULT EDUCATION

"FROM RHETORIC TO REALITY"

Thursday, February 19, 1976

8:00 a.m. State College, University Council for Continuing Education — Bankers Room
Presiding - Dr. Max Cooley
Dean, Continuing Education
Shippensburg State College

11:00 a.m. Registration - continues throughout Conference — Host Inn Lobby

2:00 p.m. General Session: Ronald F. Fronzaglia, General Chairman — 1776 Ballroom
President, PAPCAE

Greetings: Mrs. Ethel K. Matthews, Chief
Division of Continuing Education
Pennsylvania Department of Education

Dr. Max Cooley
President, PAAE

Keynote: "From Rhetoric to Reality"

Betty W[illegible]
Immed[illegible] Past President, AEA

3:00 p.m. Combined Session: Credit for Life Programs — 1776 Ballroom
Chairman - Dr. George Bilicic
Dean, Continuing Education
Indiana State University

Topic: "Consumer Protection with Regard to Nontraditional Assessment and Crediting"
Virginia Barcus
Office of Higher Education
Pennsylvania Department of Education

Topic: "The Continuing Education Unit (CEU)"
Marcus Davis, Staff Associate
Office of the Vice President for Continuing Education
Pennsylvania State University

Topic: "In-Service Credit"
Jack Jarvie, Coordinator of In-Service Education
Northwest Tri-County Intermediate Unit #5
Edinboro, Pennsylvania

4:30 p.m.	PAPCAE Board Meeting	Fiddler Room
4:30 p.m.	ABE Program Administrators Session Clair E. Troy, Chief Adult Basic Education Pennsylvania Department of Education	1776 Assembly
4:30 p.m.	Exhibit Area Opens (continuous throughout Conference)	La Mancha
6:00 p.m.	Dinner - on your own	
8:00 p.m.	PAAE Board Meeting	1776 Assembly

Friday, February 20, 1976

9:00 a.m.	General Session: Ronald F. Fronzaglia General Chairman Introduction: Gordon Godbey, Associate Dean College of Education Penn State University Speaker: "Some Realities of Adult Education: One Rhetorician's View" Dr. Henry Hermanowicz, Dean College of Education Penn State University	1776 Ballroom
10:00 a.m.	Coffee Break in the Exhibit Area	La Mancha
10:30 a.m.	Combined Session: Community Education Chairman: Jack Sittman, Chief General Adult Education and Recreation Pennsylvania Department of Education Panelists: Nancy F. Desmond Assistant Director of Continuing Education State College Area School District Ronald K. Butcher, President Community Education Association of Pennsylvania Coordinator of Community Education Bethlehem Area School District Michael Ciavarella, Director Commonwealth Center for Community Education Shippensburg State College Charles Kofoid, Associate Dean School of Education Indiana University of Pennsylvania	1776 Ballroom
12:00 noon	Lunch on your own	
1:30 p.m.	Combined Session: Adult Education for the Handicapped Chairman: Peter P. Polloni, 1st Vice-President of PAAE PARC Executive Director Speaker: Fred Krause, Executive Director President's Committee on Mental Retardation Washington, D.C.	1776 Ballroom

2:30 p.m. Coffee Break in the Exhibit Area La Mancha

3:00 p.m. Concurrent Sessions:

(1) Using the Media in Adult Education Camelot
Chairman: William Lesko, Broadcasting Coordinator
Radio/TV, Indiana University of Pa.
Speaker: "How to Use Cable TV to Present Your Adult Education Program NOW."
Earl W. Haydt, Regional Manager
American TV and Communications Corp.

(2) Adult Program Administrators - Round Table Discussions For Administrators and Counselors Courier
Chairman: Ronald F. Fronzaglia, Director
Adult Educational Learning Center
School District of the City of Erie
Panel: James Oswalt, Director
Community Education
Altoona School District
Sven Borei, President
Philadelphia ABE Academy

(3) Colloquy on Basic Education Needs of Adults with Disabilities 1776 Assembly
Chairman: Gordon Jones, Adviser
Adult Basic Education
Pennsylvania Department of Education

Speakers: Linda Gruber, Administrative Assistant
Lancaster-Lebanon Intermediate Unit 13
Tom Scully, Executive Director, Adult Division
Gertrude Barber Center, Erie, Pa.
Connie Hughes, Assistant Director
Elwyn-West Philadelphia Rehabilitation Center
Francis Crawford, Home Teaching Specialist
Burea for the Visually Handicapped
Pennsylvania Department of Welfare
Gerald Weisman, Principal
Evening School for Exceptional Adults
Philadelphia School District
Guy McCombs, Director of Special Programs
Edinboro State College, Edinboro, Pa.
James Devorick, Training Director
Johnstown Rehabilitation Center

4:35 p.m. - Film - The Silent Symphony - National Theater for the Deaf
Participation from conferees attending other sessions which end at 4:30 p.m. is welcome.

3:00 p.m. (4) Correctional Education Programs Overview Keynote
Chairman: Paul DeMuro, Director
Office of Corrections Education
Pennsylvania Department of Education

3:00 p.m. Presentors: Joan Gaughan-Fickes, Coordinator . Keynote
Post Secondary Education
Office of Corrections Education
Pennsylvania Department of Education
Bill Mader, Director of Operations
Office of Corrections Education
Pennsylvania Department of Education

6:00 p.m. Reception (Cash Bar) Courier

7:00 p.m. Conference Banquet 1776 Ballroom
Chairman: Ronald F. Fronzaglia, General Chairman
President, PAPCAE

PAAE Awards: Margaret S. Bastuscheck, Immediate Past President
Pennsylvania Association for Adult Education

PAPCAE Awards: John Gallagher, Administrative Assistant
Hazleton Area School District

Introduction: John W. Struck, Director
Bureau of Vocational Education
Pennsylvania Department of Education

Speaker: Dr. Frank S. Manchester
Commissioner of Basic Education
Pennsylvania Department of Education

9:00 p.m. PAPCAE Annual Business Meeting 1776 Assembly

10:00 p.m. PAPCAE-PAAE Socialization Hour Governor's Suite

Saturday, February 21, 1976

7:00 a.m. PAAE Breakfast Meeting Keynote Room
Presiding: Max Cooley, President
Pennsylvania Association for Adult Education

9:00 a.m. Concurrent Sessions

(1) Home and Family Life in Adult Education Camelot
Presiding: Lilla Halchim, Professor
Home Economics Education
Mansfield State College
Panel: Miss Patrice Schmucker
Miss Mindy Rabold
Miss Maureen Denis
(Seniors in Home Economics Education at
Mansfield State College)

(2) "SPECIAL" Programs for Men and/or Women - Program Courier
Idea Exchange
Session Leader: Nancy Desmond, Assistant Director
Continuing Education
State College Area School District

9:00 a.m. (3) Equal Opportunity and Its Application in Programs — Keynote
Chairwoman: Jeanne Brooker, Director
Office of Equal Rights
Pennsylvania Department of Education

(4) VocationalAdult Education Opportunities — Fiddler
Chairman: Wayne Grubb, Consultant for Disadvantaged and Handicapped
Vocational Education Program Operations Division
Pennsylvania Department of Education
Speaker: Jack Snyder
Governor's Advocate for Physically Handicapped

10:15 a.m. Coffee Break in the Exhibit Area — La Mancha

10:45 a.m. Concurrent Sessions:

(1) Varied Perspectives on the Role of Local Adult Educators in Providing Educational Programs for the Elderly - "The Theoretical Perspective" — Camelot
Chairman: Dennis Hameister, Research Associate
College of Human Development, Gerontology Center
Pennsylvania State University
Speakers: "The Service Providing Perspective"
William Zaylot
Westmoreland County Office of the Aging
Greensburg, Pa.

"The Program Planners Perspective"
Doreen Heller, Director of Aging Programs
Community College of Allegheny County, North Campus

(2) Individualizing Instruction -"A Spectrum of Learning and Teaching Styles" — 1776 Assembly
Chairpersons: Robert Leahy, Coordinator
Continuing Education
Temple University
Meredyth Leahy, Project Director
Individualized Training Project

(3) Industry Linked Programs — Keynote
Chairwoman: Sherry Royce, Director
Adult Basic Education
Lancaster-Lebanon Intermediate Unit 13
Speaker: Elva Beach, ABE Teacher
Lancaster-Lebanon Intermediate Unit 13

(4) English As A Second Language — Courier
Chairman: Eugene Madeira, Director
Lancaster Adult Enrichment Center
Speakers: "Listening, Speaking and Reading ESL"
Don Carl, ESL Coordinator
Lancaster-Lebanon Intermediate Unit 13

10:45 a.m. Speakers: Dale Mace, ESL Teacher — Courier
Lancaster Adult Enrichment Center
Marge Colbert, ESL Teacher
Lancaster Adult Enrichment Center
"Relevance in the Adult ESL Classroom"
Paul Murr, Spanish Teacher
Ephrata Area School District
"Criteria for Integrating ESL Students into ABE"
Tana Reiff, ABE Reading Teacher
Lancaster Adult Enrichment Center

12:00 noon Conference Luncheon — 1776 Ballroom

Chairman: Ronald F. Fronzaglia, General Chairman
President, PAPCAE

Introduction: Ethel K. Matthews, Chief
Division of Continuing Education
Pennsylvania Department of Education

Speaker: "Distinguishing Rhetoric from Reality at the Federal Level",
James Dorland, Executive Director
National Association for Public Continuing
and Adult Education NAPCAE

1:30 p.m. Concurrent Sessions:

(1) Joint Membership Meeting, PAAE-PAPCAE — 1776 Assembly

Panel: Max Cooley, President PAAE
Dean, Continuing Education
Shippensburg State College
Ronald F. Fronzaglia, President PAPCAE
Director, Erie Adult Educational Learning Center
Ronald Watts, Area Dean
Continuing and Adult Education
Cheney State College
William N. Pryor, Treasurer PAPCAE
Counselor, Erie Adult Educational Learning Center
James Dorland, Executive Director NAPCAE

(2) New Published Materials Presentation — Courier
Chairman: Don Markel, Exhibits Chairman
Mid-Winter Conference

2:45 p.m. Coffee Break in the Exhibit Area — La Mancha

3:15 p.m. Concurrent Sessions:

(1) Report on the Adult Performance Level — Courier
Chairman: Carl Lindsey
Director of Planning Studies
Pennsylvania State University

3:15 p.m. (2) Administrator-Teacher Communication Session — Keynote
Chairman: Stan F. Pilok, Coordinator
Adult Education Programs
Williamsport Area School District
Speakers: Eugene Bower, Adult Education Teacher
Williamsport Area School District
Kenneth Lilley, Adult Education Teacher
Williamsport Area School District

(3) Special Projects Report and Projections
-309 Projects
Co-Chairmen: Clair E. Troy, Chief
Adult Basic Education
Pennsylvania Department of Education
Jack Sittman, Chief
General Adult Education & Recreation
Pennsylvania Department of Education

(4) PAAE Roundtable Discussions — 1776 Assembly
Round table section meetings of PAAE Members for the purpose of focus and development of the PAAE Sectional interests.

4:45 p.m. Graduate Student/Faculty Reception — Camelot
Presiding: Gordon Godbey, Associate Dean
Continuing Education
Pennsylvania State University
Informal gathering for students and PAAE adult educators involved in degree programs.

6:00 p.m. Optional Host Inn Dinner/Theater — Theater

Sunday, February 22, 1976

9:30 a.m. General Session: — 1776 Assembly
Chairman: Ronald F. Fronzaglia, General Chairman
President, PAPCAE
Introduction: Clair E. Troy, Chief
Adult Basic Education
Pennsylvania Department of Education
Speaker: Rev. Sheridan Bell

10:30 a.m. General Session: "Our Men in the Capitols" — 1776 Assembly
Chairwoman: Ethel K. Matthews, Chief
Division of Continuing Education
Pennsylvania Department of Education
Speakers: Jack Grisham, Region III Program Officer
U.S. Office of Education
Rev. Eugene Maderia, Board Member
National Advisory Council on Adult Education

11:30 a.m. Close of Conference

CE 008 527

Last Minute Corrections

Saturday, February 21, 1976

1:30 p.m. Published Materials Presentation

Chairman: Chris Snyder, Consultant
North Eastern York County
School District
Presentor: Geri Male, Instructor
ABE Learning Center
Harrisburg, Pa.
"Teaching Strategies and Simulation for the Corrective Reading Program"

Sunday, February 22, 1976

9:30 a.m. General Session

Speaker: Dr. Seridan W. Bell
Alcoholism Services, Inc.

"What A World We Live In"

Midwinter Conference Planning Committee

General Chairman	Ronald F. Fronzaglia
Co-chairperson for PDE	Ethel K. Matthews
Co-chairman for PAAE	Peter P. Polloni
Program Chairman	William Homisak
Publicity Chairperson	Linda Monaco
Facilities Chairman	Jack Sittman
Finance Chairman	Clair E. Troy
Exhibits Chairman	Don Markel
Registration Chairman	Angello Pezzuolo

Max Cooley
Meredyth Leahy
Gordon Jones
William N. Pryor